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ABSTRACT

A comprehensive report that provides detailed descriptions of the study structure, the 12 areas investigated, the findings, and the recommendations of a 6-month project to determine the feasibility of operating the Long Branch, New Jersey, High School on a quinmester calendar. The study team covered administrative implementation, athletics and extracurricular activities, budget and facilities, community, commercial and industrial reaction, curriculum, faculty and staff, guidance, junior high and elementary school relationships, teachers' associations, public information, special programs, and student reaction. Appendixes include community and staff information items, study team strategy and calendar, and study budget. (Author)

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FINAL REPORT

EXTENDED SCHOOL YEAR FEASIBILITY STUDY

MAY, 1973

A Feasibility Study
of the
Voluntary Quinmester Extended School Year
for
Long Branch Senior High School

Made Possible by a
Grant from the N.J. Department of Education
Office of Program Development

In Cooperation With
The Long Branch Board of Education

Prepared by:

The Extended School Year Study Committee
Long Branch Senior High School
Westwood Avenue
Long Branch, New Jersey

Submitted to:

The Long Branch Board of Education
Long Branch Public Schools
Long Branch, New Jersey 07740

Extended School Year Programs
Office of Program Development
New Jersey Department of Education
1000 Spruce Street
Trenton, New Jersey 08638

EA 005 331

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Paul L. Vandermark
Assistant Principal

Thomas P. Maggio
Assistant Principal

EXTENDED SCHOOL YEAR

Committee Chairmen

Thomas P. Maggio
Project Director
Assistant Principal

<u>Committee</u>	<u>Chairman</u>	<u>Position</u>
Administrative Implementation	Paul L. Vandermark	Assistant Principal
Athletic & Extra Curricular	James Simonelli Anthony Greenwood Paulette Bernard	Science Teacher Administrative Assistant Student
Budget & Facilities	Milton Belford Lawrence Bennett	Mathematics Subject Area Chairman Mathematics Teacher
Community, Commercial & Industrial Reaction	John T. Crotty	Guidance-Social Studies Teacher
Curriculum	Wayne Stevenson Rosemary Miller Deirdre O'Connell Celia Gelernter	Guidance Counselor English Subject Area Chairman Student Student
Faculty and Staff	Patricia Donohoe	English Teacher
Guidance	Betty Polhemus	Business Education Subject Area Chairman
Junior High School & Elementary	Evelyn Freestone	English Teacher
Long Branch Education Association Liaison	Marie Farrell	Physical Education Teacher
Public Information	Bruce Badgley	English Teacher
Special Programs	Robert Irvine	Science Teacher
Student Reaction	Phillip Connell	Social Studies Teacher
Trouble Shooters	Joseph Anastasia Kenneth Schroeck	Social Studies Teacher Guidance Counselor

ACKNOWLEDGEMENTS

A study of this kind is made possible only through the concerted efforts of a great many people, each of whom is concerned with the quality of education in our community. This report represents a total commitment of over one hundred educators, Board of Education members, students and parents.

We should like to thank the Long Branch Board of Education for its financial and moral support throughout this study. Superintendent of Schools William H. Meskill and Executive Assistant Superintendent Milton G. Hughes deserve thanks for their foresight in initiating the study, devoting their time in securing the New Jersey State Department grant and providing operational assistance. Invaluable guidance was provided by Assistant Superintendent Herbert A. Korey and Senior High School Principal John E. Dugan in the writing of the original proposal, establishing the plan of action and in conducting the study itself.

Mr. Bruce Campbell, Director of Extended School Year Programs, Division of Research and Development, New Jersey State Department of Education, must be thanked for his total cooperation and the expert assistance he provided from beginning to end.

Total faculty input was achieved through total faculty involvement. Every faculty member contributed throughout the study. This group, possessing a wide range of educational outlooks, brought to their committees and subject area curriculum meetings the fruits of their research and the breadth of their experiences. We thank them for their generous contributions of time, talents and energies.

Special thanks to the Subject Area Chairmen, who, with their departments,

made comprehensive proposals for quinmester curriculum revision despite their

other obligations. Special thanks also to Mrs. George Busch, Mrs. Thomas Flannigan and Mrs. Anthony Stamato, parents who represented the Senior High School Parents Advisory Committee, for the time they devoted to this project and the valuable insights they provided.

This research document would not have been produced without the total cooperation and efficient managerial skills of our project secretary, Miss Pamela Ridner. The many hours she devoted to this project merit a most deserved commendation.

The Extended School Year Steering Committee

I personally thank a most dedicated Steering Committee, each of whom also served as a committee chairman. These individuals gave unselfishly of their time and talents and provided the on-line leadership that was indispensable for the conduct of the study. Their varied views brought controversy yet light to the final outcome. Objectively, research was sought and I believe it was accomplished.

Thomas P. Maggio
Project Director

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I. HISTORICAL BACKGROUND

A. The City of Long Branch

B. Long Branch Senior High School

C. Areas of Concern - Causes for Research

I. Historical Background

A. The City of Long Branch

Long Branch, New Jersey, is located in Monmouth County, about 50 miles south of New York City, 90 miles east of Philadelphia, and 90 miles north of Atlantic City. It stretches approximately five miles along the Atlantic Ocean, and has the Shrewsbury River as a border to the north. The central portion of the city, in which the heaviest concentration of population occurs, is also the widest. At the widest point, the city measures about two miles.

The city originally took its name from a brook, a branch of the South Shrewsbury River. The population of Long Branch is 31,774 according to the 1970 Census. During the year, it is the largest city in Monmouth County in terms of population. The population increases about eleven per cent during the summer season.

Today, Long Branch is largely a residential community of single family homes. More than half the developed land in Long Branch is in single family usage. The city claims to be America's oldest seashore resort. The sea was the determining factor in its earliest development. At one time, large hotels and summer estates dotted the ocean front. A few still remain, but most have been demolished, being replaced by smaller homes, housing developments, beach clubs, apartments and condominiums.

Long Branch is a cosmopolitan area with heavy concentrations of second and third generation Italian stock. Approximately 12 percent of the total population is foreign born. 28.4 percent of the city's population are persons of foreign birth or parentage. People of the Jewish ethnic group form the next largest concentration. There is a growing concentration of Spanish speaking Puerto Ricans in the community. The percentage of Negroes in the community is increasing at a steady rate also. In 1970, this group comprised 20% of the total population.

Although English is spoken in 99 percent of the homes, 25.4% of these families utilize a second language, the latter being Italian (9.5%), Spanish (3.5%), German (3.4%), French, Hebrew, Norwegian, Polish, Greek and Swedish.

Industry has been encouraged in the area and government installations provide many job opportunities. The transition from a resort community to a semi-industrial one has taken place over a period of years. An important factor in this situation has been the drastic erosion problem of the Long Branch beach front.

The single largest occupational category is clerical and kindred workers which employ 2,147 or 18.2 percent of the work force. There are more persons employed in professional and related services than in any industrial category. The second and third largest industries were

wholesale and retail trade and manufacturing, respectively. Monmouth Medical Center, the largest medical complex in the county, is also one of the city's largest employers.

The median income in 1969 for city families was \$8,950. Families with income less than \$5,000 totaled 21.4 percent, while families earning \$15,000 or more constituted 19.5 percent. Thus, 59.1 percent had incomes between \$5,000 and \$15,000. Those families earning less than \$3,000 a year made up 9 percent while those between \$3,000 and \$4,999 totaled 12.4 percent.

Seasonal employment is high in the summer in hotels, restaurants, beach recreational facilities and at the nearby Monmouth Park Race Track.

At the present time, the City of Long Branch is experiencing a high percentage of unemployment and underemployment. 14 percent of the population is receiving welfare assistance and approximately 25 percent of the population is living at the poverty level.

B. Long Branch Senior High School

The Long Branch school system has eight elementary schools, a three year junior high school and a three year high school.

Until September, 1962, Long Branch High School served as a receiving district for students from the neighboring communities of Monmouth Beach, Oceanport, Sea Bright, West Long Branch and Eatontown. At that time, two regional high schools (Shore and Monmouth) were opened. Long Branch High School now serves students from the local community except for 18 students in the vocational school.

The Monmouth County Vocational School building was opened in Long Branch in September, 1965. This building provides 2-year vocational instruction in automotive repair, air conditioning and heating, visual graphics and beauty culture to Long Branch High School students. The students attend general education classes in the high school for half day and vocational classes half day.

In September, 1968, a three year junior high school, housing grades seven, eight and nine was opened. At the same time, a joint junior-senior high school library was opened and a band room and Instructional Media Center constructed. The administrative and guidance offices of the high school were relocated to their present locations at the same time.

Long Branch Senior High School is a comprehensive high school with a student population of 1250. Seventy-three percent Caucasian, 22 percent Negro and 5 percent Spanish speaking students comprise its racial and ethnic make-up.

Of the class of 1972, 54% planned to attend a four-year college and 17% were bound for 2-year community colleges and other post secondary education. Twenty-nine percent of the graduates would enter the work force or the military service.

The Long Branch Summer School, offering make-up and enrichment programs, has had enrollments of 887 students. Over the past nine years, total average enrollments for enrichment programs have been 581 students and 136 for the review programs. Along with offering classes during the day, this school has the unique feature of also conducting courses two evenings a week for the six week session.

C. Areas of Concern - Causes for Research

The foundation of any school rests with a competent faculty and the curricula offered its students. Moreover, the effectiveness of these factors is determined in no small part by the scheduled time and the teaching methods employed. The administration and faculty of Long Branch High School have been concerned with doing the best possible job with available resources. These concerns led us to seek the implementation of new scheduling systems, combined with more effective teaching strategies.

During the 1971-72 school year, there began a growing dissatisfaction at the high school over the existing school calendar as it caused interruptions in basic skill development, lacked continuity in remedial instruction and lacked educational opportunities for our exceptional students. A recently expanded Cooperative Industrial Education program had created an interest in the benefits of continuing this program and a proposed Distributive Education program throughout the calendar year without the interruptions of summer vacation periods. The interest generated by this proposal had a substantial impact on the personnel in other subject areas regarding the extended school year.

Another curriculum area of concern was the inability of many students to avail themselves of some basic enrichment programs under our present schedule. The availability and expansion of course offerings are directly dependent upon the time factor. Increasing the number of offerings with a stable student population is possible only at the detriment of existing courses. Furthermore, students who wish to broaden their educational background, cannot do so because of scheduling difficulties.

Although the above curriculum concerns were present, the most important ingredient necessary for change was a real and increasing desire on the part of the professional staff to become involved in broad-scale experimentation. The concerns of the staff were reflected in the directions in which we began to move. Our staff was interested in experimenting with a bimester, trimester, quarter or quinmester plan which would afford the students the following benefits over the existing system:

- A. Students would have a more enriched curriculum available to them.
- B. Trial period options for specific subjects would be offered.
- C. Shorter subject matter termination dates, rather than the present 180-day period, would make it possible for a student to change his program of studies more often than only at the beginning of each year. Moreover, students who failed a subject could enter a new course or be recycled during the year.

- D. Increased opportunities would be present for students to exercise their choices as to units of work they wish to undertake.
- E. Periodic schedule changes would be built into the system. These would assist the maintenance of interest levels and allow more course level changes due to student growth and achievement.

The staff was also beginning to investigate the utilization of behavioral objectives, learning activities packages, structured individual instruction and audio tutorial methods.

A number of curriculum recommendations were being made to the Board of Education which included community service projects, a variety of occupational courses and increased work-experience opportunities.

Other areas we wished to investigate and solve with unique approaches to the educational time factor were the increasing problems regarding attendance, early graduation requests, more efficient plant utilization and the better use of professional staff.

The concerns cited above were real and pressing. It was vital that they be studied and new approaches implemented because the changing nature of our community indicated our school, while maintaining an excellent college preparatory program, would have to become more oriented toward the world of work. It was imperative that we alter our system so that we could better avail our students of the increasing number of opportunities resulting from local commercial and industrial growth.

During this period of concern and probing for new approaches, the Long Branch High School staff undertook a variety of activities in its attempt to seek solutions to the needs of the school. Faculty members, subject area chairmen and administrators visited the John Dewey High School in Brooklyn, New York, and the Lynnfield High School in Lynnfield, Mass., where quarter systems within the traditional 180-day school year were being implemented. We saw first-hand the effect these systems had on exploding curriculum offerings. Wilde Lake High School, Columbia, Maryland, and the Mainland Regional High School, Lynnwood, New Jersey, were visited and a variety of teaching strategies were observed first hand such as the open space concept, continuous progress learning, flexible scheduling, learning activities package, behavioral objectives and individualized instruction. Moreover, an in-service workshop was presented by the Brookdale Community College staff, dealing with behavioral objectives and learning activities packages. Long Branch High School personnel attended the Educational Leadership Institute at Hartford, Connecticut, which dealt with flexible scheduling, continuous progress program development, behavioral objectives and audio tutorial programs, as well as Westinghouse Learning Corporation's seminar on Arena Scheduling and Individualized Instruction.

During this period, we corresponded with the Atlanta Public Schools, Atlanta, Georgia; the Dade County Public Schools, Dade County, Florida; the University of Massachusetts; San Mateo Public Schools; Wheaton High School, Wheaton, Illinois; Gloucester High School, Gloucester, Massachusetts and the Patrick Henry High School, San Diego Public School District, San Diego, California. The results of this correspondence led to an interest in a revised calendar that could expand our curriculum and assist us in solving some of the problems with which we were concerned. At this juncture, we were made aware that the New Jersey State Department of Education was awarding grants for extended school year studies. A proposal was submitted in which we sought to determine if a trimester, quarter, quinmester or a combination of these extended school year plans was advisable for this high school. Specifically, the study would provide an appraisal of the effect of the extended school year on the total instructional program, extra curricular program, athletic program, and staff utilization. Moreover, we would obtain an insight into the impact and reactions of the community, students, faculty and staff, as well as an appraisal of administrative feasibility. The research hypothesis was that the implementation of the extended school year would produce the following desired results:

1. Overall curricula redesigns based on the Areas of Concern.
2. The development of new teaching strategies due to the availability of year-round educational opportunities and a revised calendar.
3. Maximum and appropriate use of professional talent throughout the year.
4. Because of the increased availability of courses and expanded curriculum offerings, a custom-tailored total educational program would be available to every student.
5. Dropouts should be reduced by increased work-experience opportunity and a more varied and enhanced curriculum.
6. Attendance would improve.
7. The student would enjoy an increase in the number of choices and alternatives in the educational process.
8. More efficient use of school plant.
9. The study itself would provide a comprehensive report, which would include ramifications and alternatives of the extended school year, upon which the staff, board of education and community could state their opinions and make judgments.

In conjunction with the faculty concerns cited above, there were a variety of areas within the community that indicated concerns and support for an extended school year program. The Cooperative Industrial Education program received excellent response for its second year of operation and talks were being conducted concerning its need throughout the calendar year. During the past ten years, there had been extensive student and parental support for the Long Branch Summer School, which offered make-up and review courses and an extensive number of enrichment programs in both day and evening sessions.

During the past few years, there was witnessed increasing parental concern over the unavailable and limited opportunities for specialized subject offerings. An increased number of requests had recently been submitted by parents and students for early graduation. Furthermore, the Long Branch Senior High School Parents Advisory Council, the Student Advisory Committee and the Student Council have shown a great deal of interest in the various quarter systems and their potential for the expansion of curriculum offerings.

Upon this foundation of community support, an interested student body and staff, the Long Branch Board of Education urged our efforts and pledged continued support for the investigation of the extended school year as a possible solution for our concerns. The State Department of New Jersey awarded us an extended school year study grant on November 30, 1972.

II. Steps in the Study

A detailed account of the processes of the study.

A. Phase I - Orientation & Preparation, December, 1972.

1. Orientation Sessions were conducted with Student Council representatives and the Long Branch Senior High School Parents Advisory Council explaining the study grant, its purposes and presenting a summary view of various types of E.S.Y. plans.
2. A similar orientation session was conducted with the high school faculty, however, this group was supplied with two E.S.Y. monographs prepared by Bruce Campbell, New Jersey Department of Education (Appendix Item 1). The faculty was requested to complete a form listing their questions and concerns regarding the E.S.Y. concept. This E.S.Y. grant received editorial notice in the Asbury Park Press (Appendix Item 2).
3. The Steering Committee membership was selected by the Project Director assisted by the principal and on the advice of individual Steering Committee members as they were asked and agreed to serve. These selections were made on the basis of organizational strengths, specific areas of knowledge and diversity of educational viewpoints. This group would also serve as research team leaders.
4. Definition of the Problem: At the first Steering Committee meeting, the study grant was again discussed and its purposes outlined. Based on this review, the results of the faculty questionnaires (Appendix Item 3), and some research readings, each team leader was asked to define their individual research obligation. The definition of the Problem Studied by each team is noted at the beginning of each committee report.
5. Goals were Clarified by the Steering Committee and the research was delimited. In light of our particular situation as a seashore resort, our concerns over curriculum expansion and the absence of a facilities (classroom) need, it was agreed to concentrate our efforts on the Voluntary Quinmester Plan. However, if the research of other systems demonstrated greater benefits, these were to be included in our report.
6. A Detailed Plan of Action was reviewed which outlined the study team's strategy and calendar (Appendix Item 4). Procedures for secretarial use, purchases, formation of study teams and budget allocations were also established.
7. Collection of Materials began immediately. A library-type file was organized in the main office under the direction of the project secretary. Procedures for signing items out and purchasing materials were set up. The collection of materials was an ongoing activity throughout the duration of the study (See Bibliography for items compiled).

B. Phase II - Structure for Personnel Involvement - Study Teams, January, 1973.

1. Research Teams were Organized - By agreement of the Steering Committee, every staff member was to be involved in the study. A progress report

and study clarification item was issued to all faculty members along with a memo citing the title of each research team, the problem it was to study and the name of the team leader. Each faculty member was asked to sign up for three committees in order of preference. Team leaders could encourage membership, however, final assignment to a specific committee was done by the project director based on indicated preference but guided by the committee requirements of breadth and depth of membership. Three student volunteers were selected and assigned Steering Committee positions. Members of the Parents Advisory Committee were invited to participate in all committee deliberations. A subsequent memo was released and indicated study team committees.

2. Assignments and Procedures were established by each study team as well as agreements reached on the methods to be used in attacking the problem. Each team redefined its own area of research responsibility and clarified overlapping assignments and/or problem areas. Teams met and conducted their research as independent units meeting during and after school hours throughout the study.
3. Materials and Bibliographies were cataloged as received and a series of item annotations were distributed to Steering Committee team leaders throughout the study.
4. Public Information
 - a. News Release, January 3 - (Appendix Item 5).
 - b. News Release, January 29 - (Appendix Item 6).
 - c. Long Branch Senior High School Trumpet - (Appendix Item 7).
5. Visitation to Christiana High School, Newark, Delaware, was made by six study team leaders and members on January 26, to study their quartered school schedule.

C. Phase III - Action Research, February, 1973.

1. Teams Attacked Problem Areas under guidelines established during Phase II. As materials were received, each committee received a series of questions related to their task which assisted them in directing their research activities. Committees continued to meet after school and to probe their areas of concern in smaller sub-committees.
2. Self-constructed surveys and other data-gathering devices were developed by individual committees.
3. Research materials continued to be supplemented and annotated bibliographical materials distributed.
4. Compilation, Organization and Preparation of Data. Committees began to put together the data gathered to date. Half the day of February 12, a district-wide professional day, was devoted to organizing data and other E.S.Y. work by the senior high school staff.

5. Public Information

- a. On February 6, the radio station of the Asbury Park Press, WJLK, presented a two-hour broadcast dealing with the Long Branch Senior High School E.S.Y. study. Participants in the program, which had a telephone-in question portion, included the high school principal, the project director, Curriculum Committee chairman, Community Committee chairman and one of the student Steering Committee members. (Appendix Item 8)
 - b. As we gained more knowledge of the proportions of the study, this information was distributed in a Status Report to the faculty. Information dealing with specific quinmester items, a list of advantages and disadvantages, the research schedule and further clarification of the study was distributed on February 15.
 - c. WRLB - the Long Branch radio station, presented the first of a series of 15-minute programs, A Study of a Study, which analyzed E.S.Y. and the specific study being conducted at Long Branch Senior High School. Taped interviews with committee chairmen were integrated in the narration.
 - d. A faculty meeting was conducted on February 26, reporting on the Status and Progress of the study followed by a question and answer session.
6. Visitation - The Long Branch Board of Education authorized the project director to visit the Miami Dade School System, Miami, Florida, to gather first-hand information on the quinmester program. A detailed report of this visit was distributed to team leaders and reviewed with the faculty. Vital information regarding curriculum development and programming specified were gleaned from this source.

D. Phase IV - Interaction, March, 1973.

- 1. Action Research was continued and committee meetings to finalize reports were conducted on two early dismissal days, March 5 and March 20. More annotated bibliographies were distributed to the Steering Committee.
- 2. Steering Committee reached agreement on procedures for reporting committee efforts and final report format.
- 3. Preliminary Research Team reports were to be presented to the entire Steering Committee during the month, however, due to extensive research and staff involvement, the first committee report hearing was not held until March 29. The purpose of these hearings was to cross-fertilize data and ideas as well as offering constructive criticism of each team effort.
- 4. Public Information
 - a. An E.S.Y. presentation was developed using overhead transparencies for public and internal use (Appendix Item 9). This presentation was made to the following groups:

- (1) Exchange Club, March 21.
- (2) Rotary Club, March 23.
- (3) Long Branch Senior High School Faculty, March 26.
- (4) Student Orientation, March 30 (See Student Reaction Committee for methods of informing students and judging their reaction.)

- b. News Release, March 6, (Appendix Item 10)
- c. WRLB presented the second of the series, A Study of a Study, March 15.
- d. Long Branch Senior High School Parents Advisory Committee was updated on the study.

5. Visitations

The project director visited Northern Valley Regional High School, Bergen County, N.J., who had invited consultants from Miami, Florida and Atlanta, Georgia, to discuss their E.S.Y. programs with the N.V.R.H.S. staff and other New Jersey E.S.Y. study grant recipients.

E. Phase V - Issue Resolution, April, 1973.

1. Research Team Reports were reviewed by the Steering Committee during all day sessions on April 6, April 11 and April 12, 1973. Members were released from teaching and other duty assignments and substitutes and other faculty members filled in for them.
2. Steering Committee Recommendations were prepared based on the research team reports.
3. Faculty Recommendations were obtained via ballot (April 26) following a faculty meeting (April 23) in which the Steering Committee's recommendations were presented as well as the recommendations of each research team.
4. The Final Report was presented to the Long Branch Board of Education and the New Jersey Department of Education on May 16, 1973.

5. Public Information

E.S.Y. Presentations were made to:

- (1) Elberon Elementary School and West End Elementary School combined P.T.A.'s, April 4.
- (2) Parents of 9th, 10th and 11th grade students, April 4.
- (3) Afro-American Society, Concerned Parents, Sportsmens Club and the Young Activists combined meeting, April 5.
- (4) Broadway Elementary School P.T.A., April 11.

III. Committee Reports

- A. Administrative Implementation
- B. Athletics and Extra Curricular Activities
- C. Budget and Facilities
- D. Community, Commercial and Industrial Reaction
- E. Curriculum
- F. Faculty and Staff
- G. Guidance
- H. Junior High School and Elementary
- I. Long Branch Education Association
- J. Public Information
- K. Special Programs
- L. Student Reaction

ADMINISTRATIVE IMPLEMENTATION COMMITTEE

Members

Paul Vandermark
Chairman

John Curley

George DeLorenzo

Mary Hardie

Leroy Juckett

Fred Link

Frank Sorrentino

Department

Assistant Principal

SAC, Foreign Language

Business Education

SAC, Librarian

Social Studies

English

Special Education

A. Description of the Problem

To investigate the administrative feasibility of the Extended School Year and recommend solutions to problems foreseen.

B. Methods Used in the Study

1. Researching publications of school districts which have implemented the extended school year.
2. Visitation by committee members to Christiana High School, Newark, Delaware and Metuchen High School, Metuchen, New Jersey.

C. Problems Studied and Recommendations

1. Question: Is it feasible to prepare a student's schedule five times a year or each quin?

Discussion: The scheduling of students five times a year would give maximum flexibility of choice. However, if this procedure is used, the time of the counselors will be devoted almost exclusively to aiding the students choose their courses.

Recommendation: The committee recommends scheduling be done once for the entire year. Fifteen days before the end of the quin, a change of subject period should be established to allow students to make changes of courses for the following quin.

2. Question: Can a student enter or drop a course after a quin starts?

Discussion: The short duration of a quin does not make it practical for a student to change during the quin. The student should abide by their decisions at scheduling time.

Recommendation: The committee recommends no course changes be permitted within a quin because of the short duration of the term (45 days). A student could drop a quin and receive a "W" no credit grade. Special cases should be left to the administration and guidance judgment.

3. Question: Can a student drop an entire quin because of illness, discipline or travel and return the following quin?

Discussion: The E.S.Y. concept allows for the dropping of one quin a year. This quin can be used for sickness, travel or vacation, etc. The student takes a risk, however, of not being able to continue the sequence of a skill subject.

Recommendation: The committee recommends that a student can drop a quin providing the student attends four quins a year.

4. Question: Under the quinmester, will it be possible to accumulate enough credits for early graduation?

Discussion: Early graduation would be consistent with the alleged advantages of E.S.Y. A student can accumulate enough credits for early graduation if extra courses are taken during a quin and the student attends 5 quins.

Recommendation: The committee recommends that early graduation be accepted if the student fulfills the requirements set by the Board of Education.

5. Question: Can a student attend part time for 5 quins?

Discussion: Research indicates that for the first year, no student be allowed to attend part time because of the necessity of getting procedures of the program started. After the first year, part time for a quin would allow students to attend school and work part time.

Recommendation: No student be allowed to attend part time the first year of operation of E.S.Y.

6. Question: Will a wide variety of course offerings spread course elections too thin, therefore, lead to the dropping of courses.

Discussion: This problem confronts school leaders, also, in the traditional program. Guidelines must be set to determine the number of students selecting a course to determine if it shall be given. Independent study would reduce this problem to some extent.

Recommendation: The committee recommends a policy be established setting a minimum number of 10 students selecting a course before the course may be offered.

7. Question: Is recycling feasible if only a few students fail a required course?

Discussion: Research gives as one of the advantages of the quinmester the recycling possibility in required courses.

Recommendation: The committee recommends that required courses be scheduled to begin during numerous quins so that recycling can be feasible.

8. Question: Can a student who fails or is incomplete at the end of the quin have an opportunity to successfully complete the quin?

Discussion: Procedures have always been established to give a student who is incomplete at the end of a marking period, due to extenuating circumstances, time to complete the marking period. Failures have been recorded as failures. In the quin system, a course is completed in 45 days, failures take on a new aspect.

Recommendation: The committee recommends that a student who fails or is incomplete be given 10 school days to make up and/or complete the required work.

9. Question: Will quin system improve attendance?

Discussion: Research indicates that the quin system will improve attendance because students will be selecting courses relevant to their needs and the time factor (45 days) demands better attendance.

Recommendation: The committee is hopeful that the quin system will improve attendance at Long Branch High School.

10. Question: Will the quin system decrease the dropout rate at L.B.H.S.?

Discussion: Research indicates that the dropout rate in schools having a quin system has decreased because the students are provided with a variety of courses to meet their interests and needs. Dropouts due to loss of interest in a particular subject or subjects should decrease due to the much shorter time required to complete a 45-day course.

Recommendation: The committee is hopeful that the quin system will decrease the dropout rate at L.B.H.S.

11. Question: Will electives create course enrollments with vastly different age differentials.

Discussion: Electives for all grades will create age differentials as it does in the traditional system. Holding the sophomore class to required courses would decrease this age differential. Required courses for each grade would not create an age differential.

Recommendation: The committee recommends that the sophomore class be given a required course schedule.

12. Question: Should non-residents be admitted on a tuition paying basis?

Discussion: Non-residents have always been allowed to take courses in the summer school. Non-residents could take quin work if their school would accept our credits.

Recommendation: The committee recommends that non-residents be allowed to attend L.B.H.S. on a tuition basis.

13. Question: How many class meetings should be held per week per course?

Discussion: The traditional system normally sets five class meetings per week for 5 credits. Classes that do not meet five times a week are given credit in proportion to the number of class periods.

Recommendation: The committee recommends that all courses meet five times a week for the first year that the system is in operation. Exceptions to this rule would be music, physical education and health.

14. Question: What impact would E.S.Y. have on the Subject Area Chairman's work schedule?

Discussion: SAC work schedules and work loads would be increased. The increased number of courses offered would demand more work in preparation and organization of courses of study, more work in preparing materials and ordering of books and demand more time spent on supervision. During the vacation period for a Department Head, the work schedule would come to a halt and the continuity would be disrupted.

Recommendation: The committee recommends an assistant for the department head to relieve the increased work load and assume a continuity of the program when the department head is on vacation.

15. Question: What impact would E.S.Y. have on the grading system?

Discussion: Our present grading system has five marking periods in which the student receives a grade. At the end of the year, the five grades are averaged for a final grade. In E.S.Y. a quin would be equal to one marking period of our present system, therefore, only one mark is necessary at the end of the quin.

Recommendation: The committee recommends no change for a quinmester marking period.

16. Question: What impact would E.S.Y. have on the suspension policy?

Discussion: The present suspension policy would have a detrimental effect on the quin system. If a student were suspended for 3 days, that would be 6 percent absence from a quin. If the student was suspended for 5 days, that would represent 11 percent absence from the quin.

Recommendation: The committee recommends that suspension be for one day until a conference with the parent can be arranged. Flagrant violations would carry a longer suspension.

17. Question: What impact would E.S.Y. have on the credit system for determination of grade position in school.

Discussion: The present system of five credits per course requires a student to accumulate 35 credits to be classified as a junior and 50 credits to be classified as a senior. Total credits to graduate from school is 80 credits, plus 4 credits for Physical Education and Health. Each course under E.S.Y. would receive 1.25 credits so a realignment must be made.

Recommendation: To be classified as a sophomore, a student must be recommended by the Junior High School administration. To be classified as a junior, a student must accumulate 24 credits and to be classified as a senior, 48 credits. Credits needed to be graduated from school would be 72 credits plus 4 credits in physical education and health.

D. Summary and Conclusion



The administrative problems that will be encountered in the extended school year are many and varied.

Solutions to problems involving all aspects of student scheduling, pupil personnel problems, satellite services, administrative and supervisory staffing are possible.



The committee feels that problems which can not be anticipated but will appear only after the program is instituted, will have to be solved at that time.

E. Recommendations

Based upon the study of the administrative committee, an Extended School Year would be feasible on Long Branch High School and this committee recommends implementation of the Extended School Year.

 1st Quin
 2nd Quin

EXTENDED SCHOOL YEAR CALENDAR 1973-74

 3rd Quin
 4th Quin

SEPTEMBER 1973						
S	M	T	W	T	F	S
-	-	-	-	-	-	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	-	-	-	-	-	-

OCTOBER 1973						
S	M	T	W	T	F	S
-	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	-	-	-
-	-	-	-	-	-	-

NOVEMBER 1973						
S	M	T	W	T	F	S
-	-	-	-	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	-
-	-	-	-	-	-	-

DECEMBER 1973						
S	M	T	W	T	F	S
-	-	-	-	-	-	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	-	-	-	-	-

JANUARY 1974						
S	M	T	W	T	F	S
-	-	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	-	-
-	-	-	-	-	-	-

FEBRUARY 1974						
S	M	T	W	T	F	S
-	-	-	-	-	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	-	-
-	-	-	-	-	-	-

MARCH 1974						
S	M	T	W	T	F	S
-	-	-	-	-	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	-	-	-	-	-	-

APRIL 1974						
S	M	T	W	T	F	S
-	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	-	-	-
-	-	-	-	-	-	-

MAY 1974						
S	M	T	W	T	F	S
-	-	-	-	-	-	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	-
-	-	-	-	-	-	-

JUNE 1974						
S	M	T	W	T	F	S
-	-	-	-	-	-	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	-	-	-	-	-	-

JULY 1974						
S	M	T	W	T	F	S
-	-	-	-	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	-	-	-
-	-	-	-	-	-	-

AUGUST 1974						
S	M	T	W	T	F	S
-	-	-	-	-	-	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
-	-	-	-	-	-	-

 5th Quin

ATHLETICS AND EXTRA CURRICULAR ACTIVITIES COMMITTEE

<u>Member</u>	<u>Department</u>
Anthony Greenwood, Chairman	Administrative Assistant
James Simonelli, Co-Chairman	Science
Paulette Bernard	Student, 11th Grade
Robert Biasi	Physical Education
Carol Blesse	Home Economics
Stephen Bray	Industrial Arts
Joseph Gallo	Social Studies
Amadeo Ippolito	Foreign Language
Christine Long	Physical Education
Michael Marchitto	Social Studies
Gerald Matthews	Physical Education
Harold Oyan	SAC, Choral Music
James Ring	Mathematics
Merrick Tomaine	Athletic Director

A. Description of the Problem

The committee investigated the effects of an extended school year program upon the athletics and school associated extra curricular activities. The committee also attempted to recommend a suitable athletic and extra curricular program compatible with the quinmester system.

B. Methods

1. Questionnaires were distributed to all club advisors describing E.S.Y. and asking pertinent questions.
2. The committee corresponded with the N.J.S.I.A.A. concerning matters of eligibility and new rulings applying to an E.S.Y. program.
3. Research questions were assigned to committee members who were responsible to supply the necessary information.
4. The committee researched materials on file of previous E.S.Y. programs; i.e., Atlanta, Dade County, etc.

C. Problems and Solutions

1. How will E.S.Y. affect athletic eligibility?
 - a. The response is in accord with the N.J.S.I.A.A. as described by Mr. James Gowney, the Executive Secretary:

All participating athletes are eligible if they fulfill age and academic requirements existing in the N.J.S.I.A.A. rule book. A student who is participating in a sport and achieves graduation status during the season is eligible to complete that sport season. The aforementioned athlete is not eligible to participate in any newly starting season even though it is still in the same academic year.
 - b. An athlete is eligible to participate if he has the minimum number of credits established by the school during a quin.
2. Is an athlete eligible to participate if he is on his vacation quin?

An athlete may participate during his vacation quin provided he meets all the obligations outlined in C-a.1 above.
3. What will be the impact of E.S.Y. on membership and participation in clubs and athletics?

This answer is based partly on research of other E.S.Y. systems and partly on questionnaire results.

- a. The quin organized system will affect club membership in that early graduation and students on a vacation quin may reduce club membership and leadership.
- b. There will be a need for revision in the activity planning and organizational structure due to the fact that for a club to function properly, it is essential that it has strong leadership from students and advisors.
- c. Another effect is positive in that the quin plan provides an opportunity for greater overall student participation. With the inclusion of the literary journal, the school newspaper and the yearbook in the academic curriculum for credit, membership is promising. Conflicts between band and athletics will be minimized because of the student's ability to opt for a sport during a particular quin and schedule band in the remaining quins. This is an improvement over the situation as it now exists.
- d. The overall effect of early graduation would be greatest upon spring sports and activities if students opt for early graduation. Colleges may encourage students to graduate early in view of lower enrollment in most colleges. However, research from Miami indicates that if a student was interested in spring sports, he would stay and delay graduation.

4. What new activities would or could be implemented under E.S.Y.?

The committee has drawn up a list of potential activities that could be implemented under E.S.Y. Such activities appropriate for summer are: Rugby, Swimming, Boating, Camping, Bicycling, Surfing, Crew, Volleyball, Summer Theater, Student Handbook, Industrial Arts, Music Theory and Lacrosse.

Another advantage of the E.S.Y. system is the possibility of including some prior activities during the school day and attaching credit value to them. Areas such as the Trumpet, Log and Yearbook could become part of the course selections. This possibility has been discussed in the Curriculum Committee and will be included in their report.

5. What would be the effect on a coach or an advisor whose vacation quin falls during the season?

A coach or advisor would select his vacation based on the schedule of his particular activity.

6. What legal implications would arise with the N.J.S.I.A.A. if a summer athletic program is conducted.

Again, the N.J.S.I.A.A. is very strict in its interpretation of summer programs. But if the activity falls within the guidelines set by the N.J.S.I.A.A. in terms of participation and supervision, there are no legal complications to prohibit such a program.

7. Would the summer quin result in a conflict over facilities with the City of Long Branch's recreation programs?

The conflict over facilities used by the school and the recreation department is obvious and it may result in the curtailment of some recreation programs. However, this may not be a major problem and with cooperation on the part of both parties, any obstacles can be easily overcome.

8. How will grouping and classification in Interscholastic Sports be affected?

Not at all, as this item depends on total male enrollment.

D. Results of Questionnaires, Survey and Other Data Gathering Devices

1. Throughout the period of investigation, the committee was involved in research and lively discussion. Many views and opinions were interjected and substantial evidence was usually required before the committee would approve of or decide upon a resolution. Questionnaires returned by club advisors describing the E.S.Y. were varied and could not be quantitatively projected.
2. There was a segment of the committee who firmly believed that early graduation in any form is detrimental and contrary to the general well being of the students. Cases were cited of students who graduated early and became socially maladjusted due to an age differential. The traditional high school is believed to be important not only as an academic but also as a social vehicle. Students who would normally utilize early graduation would generally be the better academic students and often key personnel in sports or activities.

The overall view of the committee concerning the problems was achieved on a majority status but an addendum recommendation will follow (See 4-H).

E. Unresolved Issues - None at this time.

F. Summary

1. The interscholastic sports program would not be affected as long as we remain within established N.J.S.I.A.A. guidelines. The recruiting of students for sports would affect spring sports in view of the early graduation possibility. But it is the opinion of the majority of our members that athletes would not opt for early graduation as opposed to competing in spring athletics.
2. The effect of E.S.Y. on extra curricular activities is basically twofold. First that there must be a complete restructuring of the executive system within the activities. This is essential to maintain effective leadership. The second effect allows for a greater number of students to participate throughout the year. However, such flexibility and student involvement would be present under a quarter system also.

G. Recommendations

1. The Athletic and Extra Curricular Committee feels that the E.S.Y. program is in theory a progressive step toward curriculum and student activity improvement. It is, however, the consensus of the committee that a system of four academic quarters with an optional free summer program for enrichment or make-up is not only feasible but very attractive. It would be easier to implement, would not interfere with the current athletic program and yet would still embody all the advantages of the quin system.
2. In conclusion, the Athletics and Extra Curricular Activities Committee recommends that the Quinmester, E.S.Y., with the summer quin as the only optional vacation period, is not only a need but a necessity at Long Branch Senior High School.

H. Addendum Recommendation

As previously stated, the committee had a segment that stands strongly opposed to early graduation but in favor of a quarter system with the hope that the curriculum and activities will induce students to remain in school.

BUDGETARY AND FACILITIES COMMITTEE

<u>Member</u>	<u>Department</u>
Milton Belford Chairman	SAC, Mathematics
Lawrence Bennett Assistant Chairman	Mathematics
Carol Bellisio	Mathematics
James Dennis	Mathematics
Edward Leroe	Mathematics
David Mundy	Mathematics
Karl Nagelschmidt	Mathematics
Florence Weintraub	Business Education
I. A. Zarik	SAC, Science
Joan House	Secretary, I.M.C.

A. Description of the Problem

The committee's overall concern was to develop a cost comparison between the traditional school year and the V.Q. E.S.Y. The intention was to determine the relief which an E.S.Y. would provide existing facilities while anticipating any need for additional facilities, equipment, and personnel generated by the new course offerings.

1. What is the cost of air conditioning?
2. What is the cost of faculty and staff salaries (administrators, teachers, aides, custodians, secretaries, library staff, I.M.C. director) during the fifth quin?
3. What is the cost of supplies for the fifth quin?
4. What are the other costs associated with operating the school during the fifth quin; e.g. cafeteria, busing, electricity, phone bills, audio visual materials, books, extra curricular activities, curriculum development, scheduling computer and personnel cost, etc.)?

B. Methods Used in Achieving Results

The committee was divided into sub-committees. Each sub-committee was assigned a particular area to research and the input from these areas was accumulated and analyzed. Sources of information were other E.S.Y. committees, a questionnaire, other district reports, administrative personnel, staff members, the secretary of the Board of Education, the custodial staff, cafeteria staff, subject area chairmen and private business.

When all the information was gathered, an attempt was made to present the best estimate of costs for an E.S.Y. program.

C. Questions and Problems Raised by the Research

The major problem of our committee was the difficulty of arriving at exact cost because of the many intangibles involved. This was solved by approaching the problem from the viewpoint that there are varying possible situations relating to the implementation of the E.S.Y.

Some of the questions raised by the E.S.Y. were:

- a. What impact will expanded course offerings have on the budget and materials?
- b. Can the cost of student subject failures be computed for 180 days compared to a 45 day recycled plan?
- c. Will quins place a burden on facilities?

- d. Will there be any facilities alterations (air conditioning)?
 - e. Are there needs for in-service training?
 - f. What will implementation costs be (texts, materials, summer curriculum workshops)?
 - g. What are the maintenance and summer janitorial problems with E.S.Y.?
 - h. What will the cost of corridor and cafeteria aides be?
 - i. Will there be any changes in 12 month employees' salary schedules?
 - j. What are the possibilities of state aid for the E.S.Y.?
 - k. What changes in teachers' salaries will occur if the E.S.Y. is implemented?
 - l. Will additional counselors, librarians and other support staff be needed during the summer quin?
 - m. What costs for busing, cafeteria management, operation (electricity, phone, etc.), scheduling (computer costs), and A.V.A. materials will be necessary for the E.S.Y.?
 - n. What additional costs will be necessary for the physical education programs in the summer quin?
3. In the following reports, the answers to many of these questions will be found. (However, others will not be answered since many of these costs can only be estimated.) We have provided what we feel is the most accurate account for costs for the implementation of the E.S.Y.

D. Results of Surveys

Our committee used only one questionnaire during the research period. The results of this survey are found in the report entitled, "Transitional Costs." These costs were estimates provided by subject area chairmen for new books, materials and equipment for new course offerings. They are initial start up costs and the total amount would be spread over a 1 to 3 year period and amortized over 3 years.

E. Unresolved Issues

The primary unresolved issue of the budgetary committee is a conclusive cost analysis on the operation of the E.S.Y. Accurate cost data will be available only after several years of the program's implementation.

F. Cost Analysis for the Extended School Year

In our research, we have found that exact amounts for operational costs cannot be determined. Since there are many variables, we are only providing an estimate of costs for three possible situations which may occur at Long Branch High School. Although our report indicates an increase in overall costs initially, there is no evidence that these costs will continue over a long period. We feel that the assets of the V.Q. E.S.Y. far outweigh the present system. The slight increase in costs for its implementation are essential for improved instruction and overall learning conditions.

While examining the many possible ways to provide an accurate cost analysis, we found the following three situations may occur at Long Branch High School and worked to accomplish the costs for these situations:

1. If no students elect the fifth or summer quin.
2. If there is an equal distribution of students in all five quins.
3. If some students attend the fifth quin.

There may exist other situations not considered in this report, however, these will fit the needs of Long Branch Senior High School.

1. Cost Factors for Situation 1: If no students elect the fifth or summer quin.

In this Situation the only costs to be considered are those transitional costs needed to move from the present system of courses corresponding to the 180 day school year to a regular school year divided into four 45-day terms. Essentially, it quarters the present school term of 180 days. The transitional costs would include monies needed for supplies, equipment, text materials and items necessary for the introduction of new courses.

Subject Area Chairmen were requested to analyze the new curricula proposed by their departments for the E.S.Y. and submit budget figures for those categories affected. Limitations of present staff, facilities and student enrollments were imposed.

These budget items (proposed 1974-75) were then compared to the budget for the school year 1973-74. The difference in budget figures was the transitional costs needed. Moreover, these same costs would be necessary for Situation 2 and Situation 3 because the same curriculum revisions and additions are an integral part of all situations analyzed. In analyzing the following budget accounts, it should be kept in mind that:

- a. Inflationary effects were not considered. All dollar figures are based on current values.
- b. The breakdown by departments was used only to arrive at final totals. In some cases, it will be noted that the proposed 1974-75 budget item calls for less than what was budgeted in 1973-74. This is because during the school year 1973-74 some departments developed new teaching strategies, expanded curriculum offerings and/or textbooks

had to be replaced on a broad scale necessitating larger allocations. Other departments, who show greater financial needs for the E.S.Y. Proposed 1974-75 Budget, were either beneficiaries of expanded allocations in previous years and/or demonstrated a higher budget need under the E.S.Y. In both cases, the significant figures are the totals and differences indicated.

The breakdown of transitional cost follows:

a. 240 - General School Supplies

	Budgeted 1973-74	Proposed 1974-75	Difference
1. General Supplies & Paper	\$ 5,000.00	\$ 5,000.00	-----
2. Mimeograph	2,500.00	2,500.00	-----
3. Art	2,100.00	2,400.00	300.00
4. Business Education	-----	800.00	800.00
5. Choral Music	750.00	825.00	75.00
6. English	-----	-----	-----
7. Foreign Language	-----	-----	-----
8. Guidance	500.00	750.00	250.00
9. Home Economics	700.00 +food	1,000.00 +food	300.00 +food
10. Industrial Arts	6,500.00	10,000.00	3,500.00
11. Instrumental Music	1,000.00	1,000.00	-----
12. Mathematics	-----	-----	-----
13. Physical Education & Health plus gas	1,500.00 +gas	2,000.00 +gas	500.00 +gas
14. Science	2,200.00	5,000.00	2,800.00
15. Social Studies	-----	-----	-----
16. Special Education	-----	-----	-----
	\$22,750.00	\$31,275.00	\$8,525.00

b. 1240c AVA Equipment

	<u>Budgeted</u> <u>1973-74</u>	<u>Proposed</u> <u>1974-75</u>	<u>Difference</u>
1. Administration	-----	-----	-----
2. Art	-----	-----	-----
3. Business Education	15.00	-----	(15.00)
4. Choral Music	-----	-----	-----
5. English	100.00	2,250.00	2,150.00
6. Foreign Language	159.00	3,100.00	2,941.00
7. Guidance	-----	600.00	600.00
8. Home Economics	-----	-----	-----
9. Industrial Arts	-----	-----	-----
10. Instrumental Music	450.00	-----	(450.00)
11. Mathematics	-----	-----	-----
12. Physical Education & Health	-----	-----	-----
13. Science	600.00	-----	(600.00)
14. Social Studies	530.00	-----	(530.00)
15. Special Education	-----	-----	-----
	-----	-----	-----
	\$1,854.00	\$5,950.00	\$4,096.00

c. 1240c - New Equipment

	<u>Budgeted 1973-74</u>	<u>Proposed 1974-75</u>	<u>Difference</u>
1. Administration	1,200.00	-----	(1,200.00)
2. Art	-----	-----	-----
3. Business Education	2,100.00	5,000.00	2,900.00
4. Choral Music	322.00	125.00	(197.00)
5. English	100.00	1,500.00	1,400.00
6. Foreign Language	450.00	-----	(450.00)
7. Guidance	800.00	-----	(800.00)
8. Home Economics	60.00	500.00	440.00
9. Industrial Arts	2,100.00	5,000.00	2,900.00
10. Instrumental Music	4,600.00	-----	(4,600.00)
11. Mathematics	1,700.00	1,000.00	(700.00)
12. Physical Education & Health	350.00	1,400.00	1,050.00
13. Science	7,682.00	6,000.00	(1,682.00)
14. Social Studies	-----	-----	-----
15. Special Education	-----	-----	-----
	<u>\$21,464.00</u>	<u>\$20,525.00</u>	<u>(\$939.00)</u>

d. 730A Replacement of Equipment

Should remain at normal rate.

e. 220 - Textbooks

	<u>Budgeted 1973-74</u>	<u>Proposed 1974-75</u>	<u>Difference</u>
1. Art	-----	-----	-----
2. Business Education	2,562.00	2,500.00	(62.00)
3. Choral Music	-----	400.00	400.00
4. English	3,423.00	6,800.00	3,377.00
5. Foreign Language	5,007.00	2,750.00	(2,257.00)
6. Guidance	500.00	1,000.00	500.00
7. Home Economics	329.00	1,400.00	1,071.00
8. Industrial Arts	331.00	1,700.00	1,369.00
9. Instrumental Music	-----	-----	-----
10. Mathematics	1,869.00	2,500.00	631.00
11. Physical Education & Health	402.00	1,500.00	1,098.00
12. Science	1,486.00	4,000.00	2,514.00
13. Social Studies	3,441.00	3,500.00	59.00
14. Special Education	500.00	500.00	-----
	<u>\$19,850.00</u>	<u>\$28,550.00</u>	<u>\$8,700.00</u>

f. 220c - Audio Visual Materials

	<u>Budgeted 1973-74</u>	<u>Proposed 1974-75</u>	<u>Difference</u>
1. Art		-----	
2. Business Education		-----	
3. Choral Music		-----	
4. English		2,900.00	
5. Foreign Language		2,000.00	
6. Guidance		500.00	
7. Home Economics		500.00	
8. Industrial Arts		-----	
9. Instrumental Music		-----	
10. Mathematics		500.00	
11. Physical Education & Health	Only	100.00	
	Totals		
12. Science	Available	2,400.00	
13. Social Studies		200.00	
14. Special Education		-----	
	<u>\$6,135.00</u>	<u>\$9,100.00</u>	<u>\$2,965.00</u>

g. 230 - T.V. Materials

	<u>\$3,000.00</u>	<u>\$3,000.00</u>	<u>-----</u>
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h. Library

	<u>Budgeted 1973-74</u>	<u>Proposed 1974-75</u>	<u>Difference</u>
1. 230A Library Books	\$8,589.00	\$10,000.00	\$1,411.00
2. 230A1 Supplemental Reference Books for Pupils	3,681.00	3,681.00	-----
3. 230B Periodicals, Magazines, Newspapers	1,800.00	2,250.00	450.00
4. 230E Other School Library Expenses	800.00	1,000.00	200.00
	<u>\$14,870.00</u>	<u>\$16,931.00</u>	<u>\$2,061.00</u>

i. Summary of Transitional Costs (Situation 1)

(1) 240 General School Supplies	8,525.00
(2) 240c AVA Equipment	4,096.00
(3) 1240c New Equipment	(939.00)
(4) 730A Replacement of Equipment	-----
(5) 220 Textbooks	8,700.00
(6) 220C AV Materials	2,965.00
(7) 230 T.V. Materials	-----
(8) Library	2,061.00
	<u>-----</u>
TOTAL	\$25,408.00

The estimated costs for Situation 1, (if no students elect the fifth quin), would be \$25,408.00. Total curriculum implementation would take one to three years, therefore, this amount would be amortized over a three year period or approximately \$8,470 per year. After this transitional period, curriculum implementation costs which are part of an ongoing process would return to a stable but higher rate depending on the student course elections and new course offerings.

2. Cost Factors for Situation 2: If there is an equal distribution of students in all five quins.

- a. This situation considers a very unlikely happening, however, the data it yields is necessary for the analysis of Situation 3.

- b. If 250 students or 1/5 of the student body (approximately 1200 students) were on vacation during any given quin, we would have an effective enrollment of 950 for each of the five quins. This situation would produce less crowded conditions but would place 950 students in school during the summer months. We would be faced with the option of providing a better learning atmosphere by air conditioning rooms being utilized during this period. Air conditioning is an optional feature, however, it should be strongly considered as it would also provide better conditions during the hot months of June and September as well as the summer quin.
- c. An effective student enrollment of 950 pupils could be accommodated in about 30 classrooms exclusive of gyms, shops and other student stations that would be impractical to air condition. A reliable estimate for this requirement was obtained and follows:

30 - 32,000 BTU window units completely installed including 220 volt wiring	@790.00	\$23,700.00
2 - 32,000 BTU window units for backup purposes	@520.00	<u>1,040.00</u>
TOTAL		\$24,740.00

These units would last approximately 10 years, thus their cost should be amortized over this same period. This would produce a cost of \$2,474.00/year for air conditioning 30 classrooms.

- d. Summary of Costs for Situation 2, (if there is an equal distribution of students in all five quins).

	<u>Total</u>	<u>Amortized</u>
(1) Transitional Costs (see analysis from Situation 1)	25,408.00	\$ 8,470.00/year (for the first three years)
(2) Air Conditioning (optional) (from Situation 2)	24,740.00	2,474.00/year
	<u>\$50,148.00</u>	<u>\$10,944.00 *</u>

*The amortized cost would be \$10,944/year for three years until transitional costs return to normal but air conditioning amortization (2,474) would continue.

3. Cost Factors for Situation 3: If some students attend the fifth summer quin.

a. Enrollment Possibilities

The following student enrollment figures are gross estimates and are offered to demonstrate an example of costs. As enrollment increases, costs will increase but per/pupil cost will decrease. Cost analysis provided in this situation are predicated on an IF basis.

If the enrollment is:

- (1) 200 students attending the 5th quin as an option.
- (2) 25 students attending the 5th quin to accelerate for graduation.
- (3) 100 students attending the 5th quin for enrichment.
- (4) 75 students attending the 5th quin for make-up and review.

The enrollment figures for (3) and (4) are averages from the past three years of summer school converted from part-time enrollments to full-time. Each of the four categories of students mentioned above will carry a different cost factor. Differentials will be noted in the analysis below.

b. Operational Costs

(1) Teachers Salaries

The bulk of the cost for Situation 3 would be for teachers salaries. Based on an average of 25 students per class per teacher, the 400 students enrolled would require a minimum of 16 teachers. However, 200 students (category 1) would be attending the 5th quin as their optional quin. These students would have not been present during the other four quins and would not have required teachers during this time. Depending on the courses these 200 students were not scheduled for and if the breakage for courses were maximized this would allow 8 teachers not to be on duty during Quins 1, 2, 3, or 4, however, they would be needed during Quin 5. Therefore, the only additional number of teachers needed for the summer quin would be eight. (The 16 teachers needed minus the 8 teachers who took vacations during Quins 1, 2, 3 or 4.)

Based on an average salary of \$10,000.00 for a 180 day period (or 4 quins) a 45 day term would demand a \$2,500.00 salary.

<u>Requirements</u>	<u>Cost</u>
3 teachers (vacationed during Quins 1-4)	-----
8 teachers (no vacation quin) @ 2,500	<u>20,000.00</u>
TOTAL	\$20,000.00

(2) Other costs necessary to operate a fifth or summer quin:

<u>Item</u>	<u>Cost</u>
a. General Supplies	\$ 500.00
b. Cafeteria	900.00
c. Additional Utilities	700.00
d. Additional Personnel	
(1) Nurse	2,500.00
(2) Librarian	2,500.00
(3) Guidance Counselor	2,500.00
(4) Attendance Officer (part-time)	<u>800.00</u>
TOTAL	\$10,400.00

(3) Some unique cost factors to consider

a. STATE AID LOSS

The 25 students attending the 5th quin to accelerate for graduation (Category 2) would cause a loss of state aid since they would be attending school for 45 days beyond the maximum 180 day state aid formula. This loss would be:

\$1.40/student/day or
 $\$1.40 \times 25 \times 45$ equalling \$1,575.00 LOSS

b. Tuition Cost

The same 25 students (Category 2) discussed above, although representing a \$1,575.00 loss in state aid, would provide a financial benefit in the following manner:

There has been a 12% average increase per year in tuition costs per student over the past 5 years. If this trend continues, tuition costs which are \$1,450.00 presently, will move to \$1,625.00 (1973-74), \$1,817.00 (1974-75) and \$2,037.00 (1975-76).

Considering that each student requires twelve quins to graduate the below table graphically demonstrates the savings that can be realized.

<u>School Year</u>	<u>Regular Graduation Tuition Costs</u>	<u>Quins in Attendance</u>	<u>Early Graduation Tuition Costs</u>	<u>Quins in Attendance</u>
1973-74	1,625.00	1-2-3-4	1,625.00	1-2-3-4
Summer Quin			406.00	5
1974-75	1,817.00	1-2-3-4	1,817.00	1-2-3-4
Summer Quin			453.00	5
1975-76	2,037.00	1-2-3-4	1,019.00	1-2
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$5,479.00	12	\$5,320.00	12
Tuition Costs for Regular Graduation			\$5,479.00	
Tuition Costs for Early Graduation			<u>5,320.00</u>	
Tuition Cost Savings			\$ 159.00	

Our hypothetical enrollment in Situation 3 offered the example of 25 students attending the 5th quin for early graduation. This would account for a savings of:

$$25 \text{ students} \times \$159.00 = \$3,975.00$$

- (c) The students in categories (3) and (4) would not lose state aid because they are not attending for early graduation, however, state aid would not be provided for them during the summer quin under the present formula.

- (d) Air Conditioning

With only 400 students enrolled in the summer session, the cost of the air conditioning option detailed in Situation 2, would be reduced by half.

15 - 32,000 BTU window units completely installed including 220 volt wiring

@790.00 \$11,850.00

1 - 32,000 BTU window unit for backup purposes

@520.00 520.00

\$12,370.00

c. Summary of Costs for Situation 3 - If some students attend the 5th quin.

<u>Item</u>	<u>Total</u>	<u>Amortized</u>
(1) Transitional Costs (See Situation 1)	\$25,408.00	\$ 8,470.00/year for the first 3 years
(2) Air Conditioning - Optional	12,370.00	1,237.00/year
(3) Teachers Salaries	20,000.00	20,000.00
(4) Other Costs Necessary	10,400.00	10,400.00
(5) Other Costs to Consider:		
a. State Aid Loss	1,575.00	1,575.00
b. Tuition Gain	(-) 3,975.00	(-) 3,975.00
	<hr/>	<hr/>
	\$65,778.00	\$37,707.00*

*The amortized costs would be \$37,707.00/year for three years until transitional costs are established, leaving an annual operating budget of \$29,237.00 above the present cost for operating the school 180 days per year. (\$37,707.00 amortized total less the \$8,470 amortized transitional cost.) This example has not considered the tuition income derived from students from outside the district who might attend the summer quin.

G. Educational and Budgetary Implications

1. Benefits of the Summer Quin

- a. Enriched and expanded curriculum
- b. More efficient use of buildings and equipment
- c. Tuition income from out of district students who enroll in the summer quin
- d. Elimination of tuition for Long Branch students attending the summer quin for make-up, review and enrichment.

2. An Economical Summer Quin

- a. A comparison of tuition cost/student with cost/student during the 5th quin yields favorable results. According to the computations in Situation 3, if 400 students attend the 5th quin, the Long Branch School District could operate a summer quin for 400 students for an additional \$37,707.00 above normal costs. This amortized figure, moreover, would be reduced by \$8,470.00 (transitional costs) after the third year yielding an operational cost of \$29,237.00 thereafter.

Cost/student/5th Quin

First 3 years - 400 students attending 45 days costs an additional \$37,707.00 or \$94.27 per student per quin.
 Last 7 years - 400 students attending 45 days costs an additional \$29,237.00 or \$73.09 per student per quin.

Over a ten year period, the average cost/student/year would be \$79.44.

Present Tuition/student/180 days

Tuition is \$1,450 per student per 180 days of schooling.

Therefore, tuition would be \$362.50 per student per 45 days of schooling or a quin term.

b. Summary

Present tuition/student/45 days	\$362.50
Fifth Quin Cost/student/45 days	<u>79.44</u>
(10 year average) Difference	\$283.06

c. Analysis

The above figures demonstrate that it would cost \$283.06 less to educate a student during the summer quin than it would to educate the same student during the regular school year for the same period of time - 45 days. This includes air conditioned classrooms, enriched and expanded curriculum and the many other benefits cited throughout this report that would accrue for all students throughout an Extended School Year.

The reason for these savings is based on the fact that all the facilities, materials and equipment needed in the summer quins are present and paid for in the operation of a regular school year.

These make up the major expenditures of funds and lay idle during the summer months. The only ingredient needed for an Extended School Year are relatively minor expenditures for additional staff, transitional costs and other items noted above.

This analysis demonstrates the concept expressed in the opening paragraph of Situation 3, "As enrollment increases, costs will increase but per pupil costs will decrease."

d. Another Comparison -

Compared to the Long Branch School District's budget of approximately \$7,600.00 for 1973-74, the total costs for Situation 3 \$65,778.00, represents a .0087% increase and the amortized cost of \$37,707.00 represents a .005% increase.

H. General Comments on E.S.Y. Facilities Impact

1. Effect on large-scale maintenance:

The extended school year will affect the performance of large-scale maintenance in the school building. Such major maintenance as painting, electrical wiring, roofing and plumbing is usually accomplished immediately after summer school sessions end and the building is empty for a few weeks. Under the proposed schedule for E.S.Y., such longer periods of time when the building is empty will not be available.

SOLUTION: The solution to this problem is the scheduling of this large-scale maintenance during those few periods of the year when the building is empty (Christmas vacation, etc.) or to use part of the junior high school during the 5th year.

2. Effect on minor maintenance and servicing:

Problems are also forecast for work requiring much less time but still requiring the building be empty. The time frame for this type work is one to three days. Such projects would be the tiling of walls and floors; repairing of wooden windows; the stripping of science lab tables and gymnasium floors and the refinishing of them; repairing of lockers, bleachers and even the receiving and distributing of school supplies. New service schedules would have to be established for business machines and audio visual equipment.

SOLUTION: Many of these projects could be completed at night and on weekends.

3. Effect on custodial staffing:

The increased use of the buildings and grounds may result in a need for additional custodial personnel.

SOLUTION: The present staff might suffice by rescheduling their work for the entire year.

4. Effect on the availability of classrooms:

The E.S.Y. will place no burden on the present classroom space in that fewer students (or at most the same) will be in attendance at any given time during the year. Some limitation might occur in the area of specialized classrooms (science labs, typing rooms, shop areas, language labs), but the fewer number of students and the availability of the junior high school facilities should take care of any problem in this area.

5. Effect on classroom conditions (summer time):

Utilizing the school during the summer will bring about an immediate problem with the heat. Air conditioning will be required in those classrooms in use in the summer.

6. Effect on athletic facilities:

The present athletic program will encounter no difficulties with regard to facilities with the possible exception of swimming with the advent of school in the summer, a swimming program may be initiated.

I. Conclusions and Recommendations

After careful consideration of the three situations presented in this report under cost analysis for the E.S.Y., we find that initially, situation three will be the most likely to occur at Long Branch High School. If the concept of the E.S.Y. becomes popular among the students, it is foreseeable that situation two may evolve. We recommend that the voluntary quinmester extended school year be implemented.

It is also recommended that:

1. The State of New Jersey provide financial aid for students who wish to attend school for 12 quin quarters (675 days) in order to earn the required number of credits for graduation.
2. The State provide financial aid for those students attending the optional quin. This includes aid for students involved in enrichment and make-up and review courses.
3. The Long Branch Board of Education accept tuition from students outside of the local district who wish to enroll in the summer quinmester. Such courses include the Youth Honors Chorus, Youth Honors Band, drivers education, etc., which are presently being offered in summer school.

QUESTIONNAIRE ON E.S.Y.

27 March 1973

TO: All Department Heads

FROM: Budget and Facilities Impact Committee

The Budget and Facilities Impact Committee needs information regarding some of the initial costs of E.S.Y. We desire that each department head analyze his department's requirements in books, materials and equipment sufficient to undergo transition to the "quarter" concept. The following will serve as a guide to pertinent areas. Please justify as much as possible your cost figures.

Please return this questionnaire as soon as possible to Mr. Belford.

1. Books:

2. Materials:

3. Equipment:

TOTAL COST _____

COMMUNITY, COMMERCIAL AND INDUSTRIAL REACTION
COMMITTEE

<u>Member</u>	<u>Department</u>
John Crotty, Chairman	Social Studies, Guidance
Mary Lou Busch	Parent
Rose Flannigan	Parent
Pamela Leitman	English
Susan McConaghy	Business Education
Fredrick Puhlfuerst	Cooperative Industrial Education
Martha Siegmund	Business Education
Ruth Smith	Nurse
Gloria Stamato	Parent
Roy Yack	English

A. Description of the Problem

The function of this committee was to make the community at large aware of the implications of the extended school year and to analyze the reaction to and the impact of the extended school year on home life and business in the area.

B. Methods Used in the Study

Making the community as well as the commercial and industrial interests aware of the extended school year concept was accomplished by a variety of methods and combinations of efforts.

1. A series of releases by the Public Information Committee was the initial contact in the community.
2. Two taped radio programs were broadcast over WRLB, the Long Branch Station. A live question and answer program was aired on WJLK, the Asbury Park station. The live show involved community members calling in questions to a panel of representatives from the extended school year Steering Committee.
3. The topic was presented and discussed at the Parent Advisory Council meetings and parents were encouraged to take the word back to their neighbors.
4. A small group of parents surveyed the Parents Advisory Council and a small element of the community to determine awareness and generate discussion.
5. Students were informed and encouraged to initiate family awareness.
6. Community, business and professional groups were addressed; i.e. the Exchange and Rotary Clubs.
7. The elementary school Parent Teacher Associations were addressed by representatives of the Steering Committee (Page 6-E).
8. Questionnaires with explanatory cover letters were sent to over 1200 community members and approximately 100 businesses (See pages 6-F-6-J). Questions were printed in English and Spanish.
9. Personal interviews with the primary employers of students were made to fully explain the E.S.Y. concept and to get first-hand account of their reaction.
10. Letters were sent to parents of present 9th, 10th and 11th grade parents inviting them to a presentation of the V.Q. E.S.Y.
11. The committee compiled, discussed and analyzed all data gathered.

C. Problems Studied

1. Community Reaction

The committee tried to determine what the attitude of the community was toward the extended school year concept in its various aspects. It was felt that reaction would center around cost, vacation compatibility of families, and acceptance of change from a traditional educational program.

2. Commercial and Industrial Reaction

Efforts in this area attempted to uncover the impact and reaction of the commercial interests in the Long Branch area. It was felt that employers of parents and/or students would experience an impact produced by staggered vacations, particularly in the leisure industries dependent on students as summer employees and an overall impact on the commerce of certain businesses such as the beach clubs and day camps. Our committee also looked at the expanded as well as seasonally staggered employment opportunities made available by the extended school year concept.

D. Results

1. Community Survey (mailed questionnaire, see page 6-I).

Of 1100 questionnaires sent to the parents of 10th, 11th and 12th grade students, 22% responded. By elementary district, the greatest response was received from the Elberon and Broadway schools. To some degree the 22% response was a result of limited awareness. 40% responding indicated that they had only some prior knowledge of the E.S.Y. concept. 40% indicated that they had very little or no prior knowledge of the concept.

The survey indicated that most awareness was based on neighborhood discussion or feedback from students which allows for some misinterpretation and possible partial understanding of the concept.

Vacation compatibility among school-aged children was deemed very important to 58% of the respondents while 65% stated they would oppose the concept if their school-aged children had different vacation periods. Approximately 50% responding felt that their employer would not grant vacation time at their request.

Respondents were asked if they favored the implementation of the Voluntary Quinquennium in September, 1974, and figures indicated 44% opposed it, 36% favored it and 19% were undecided. 54% favored the concept if it would improve the quality of education, whereas 55% opposed the concept if it requires an increase in the budget. 50% favored segmenting the school year as it exists. These figures indicate a relative balance in opinion which may be resolved by continued awareness and limited implementation.

These figures demonstrate a representative sampling as indicated by the fact that respondents were made up of 88% registered voters, 72% home owners, 50% residents in community for more than 10 years and 52% indicated they intend to use the district schools 3 years from now.

Lack of awareness and continued concern and desire for more information was indicated by 76% of the respondents.

2. Citizens Reaction (Presentation to P.T.A. Groups, Parents Advisory Council)

Steering Committee members addressed various parents groups and immediate reaction was sought via questionnaire (see page 6-H) distributed prior to the address. 46% favored the idea with reservations, most of whom suggested some segmentation to the school year; 38% favor the concept with no reservations, while 16% opposed the concept. There was a greater degree of awareness, a more in-depth understanding and a more favorable response toward the concept as a result of these presentations.

3. Commercial and Industrial Reaction

Only 17% responded to the commercial and industrial survey. This figure may be tempered by the fact that the major employer of students and seasonally independent industries were interviewed personally.

The survey indicated a very favorable response to the concept based on 12 month utilization of the plant and the fact that there was partial awareness of some industries that would be somewhat unaffected by the program.

There has been some very deliberate aversion to the program by one proprietor of a beach club and day camp who stated in his invitation letter to patrons, "Please oppose school authorities from extending the school year or attempting a 12 month school year as summer recreation is necessary to your youngster's health."

As a result of interviews with the major employers of students, Monmouth Medical Center, Monmouth Park Race Track and the Recreation Department in the City of Long Branch, no major alterations in employment patterns are seen, largely based on the age requirement of student employees and the age level of the student labor force involved in the extended school year program.

E. Unresolved Issues

Basically, accurate community response is contingent upon continued community awareness. This was reinforced by the evidence that favorable opinion increased as more accurate briefing and awareness increased. The point was demonstrated by the higher degree of favorable opinion in the statistics from the survey based on a personal address, followed by a session of questions and answers as opposed to the mailed survey responses.

This same premise may be applied to the commercial and industrial interests except those leisure industries whose income is based on student utilization of their commodity such as the day camps and beach clubs.

F. Summary and Conclusions

The concept has not had sufficient time to be aired, interpreted and understood within the community. Many of the apprehensions as well as the presumed advantages can only be determined through continued dissemination of information and exposure through limited implementation. This would allow for an interpretation and adjustment to the aspects involved in the V.Q. E.S.Y. program.

G. Recommendations

1. Continued dissemination of information.
2. Community and industrial involvement in all programs. Many solicited responses indicated an apathy and lack of understanding of school programs and functions.
3. Implementing the quarter system in September, 1974, which incorporates many of the aspects of the proposed quinmester concept with the goal of implementing the quinmester, E.S.Y., in September of 1975 or 1976.

CITIZENS REACTION
TO THE
VOLUNTARY QUINMESTER -- EXTENDED SCHOOL YEAR

To be completed after the presentation and question and answer session concerning the Voluntary Quinmester proposal for Long Branch Senior High School.

Please Check and Fill In the Items Below.

() I enthusiastically favor the proposal. Reason(s):

20%

() I favor the proposal. Reason(s):

18%

() I favor the proposal with reservations. Reason(s):

41%

() I do not favor the proposal. Reason(s):

6%

() I strongly do not favor the proposal. Reason(s):

1%

() I am opposed to the proposal. Reason(s):

12%

Other Comments or Reactions:

2%

Based on 78 returns.

LONG BRANCH SENIOR HIGH SCHOOL
Westwood Avenue
Long Branch, N.J. 07740

March 22, 1973

Dear Citizens and Parents:

Long Branch Senior High School is studying the feasibility of an extended school year. This study pertains to the Senior High School only.

The extended school year concept that we are studying can broadly be described as follows:

Present System

- A. 180 day term. Students enrolled for the full 180 days. Students attend 10 months (180 days).
- B. Schedules issued in September.
- C. Credit received every 180 days.
- D. School year runs from September through June.
- E. Vacation: July and August only and regular school recesses such as Christmas and Easter.

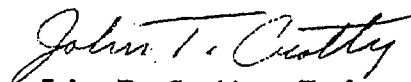
Extended School Year
(Voluntary Quimester Plan)

- A. 45 day terms. Students enrolled in courses for 45 days. Students attend any 4 of the 5 (45-day terms). The 5th (45 day term) is optional.
- B. Students re-scheduled every 45 days.
- C. Credits received every 45 days.
- D. Calendar runs from September through August.
- E. Vacations during any 45 day term and regular school recesses such as Christmas and Easter.

To assist us in our study, we ask that you complete the following questionnaire and return it in the enclosed envelope.

Your sincere and earnest reaction will be invaluable in assisting us in our study and ultimately in making sound decisions for improvement in the quality of education for Long Branch.

Very truly yours,



John T. Crotty, Chairman
Community Reaction Committee
Extended School Year Study
Long Branch Senior High School

JTC:pjr

LONG BRANCH SENIOR HIGH SCHOOL
VOLUNTARY QUINMESTER EXTENDED SCHOOL YEAR QUESTIONNAIRE

Name (optional) _____

Please return by April 3, 1973

Elementary School District _____

Family Role: Father _____ Mother _____ Other (specify) _____

1. How much do you know about the extended school year proposal being studied by Long Branch Senior High School?

Great deal	<u>6.7%</u>	Very little	<u>35 %</u>
Much	<u>11.2%</u>	Nothing	<u>5.6%</u>
Some	<u>41.2%</u>		

2. Where did you get most of your information about this program?

Long Branch Daily Record	<u>31%</u>	Discussion with friends	<u>31%</u>
Neighborhood Discussion	<u>6%</u>	Other (please specify)	<u>28%</u>
Radio Programs	<u>5%</u>		

3. If you have more than one school-aged child, how important is it for you to have them in school and on vacation at the same time?

Very important	<u>57%</u>	Not important	<u>26%</u>
Somewhat important	<u>16%</u>		

4. If you could choose your child(ren's) vacation time, what season of the year would you prefer?

Fall	<u>6%</u>	Spring	<u>2%</u>
Winter	<u>6%</u>	Summer	<u>86%</u>

5. If you have more than one child and some of them were in school while others were on vacation, how would you feel about the extended school year concept?

Favor it	<u>12%</u>	Undecided	<u>23%</u>
Oppose it	<u>65%</u>		

6. Do you think you/your husband's employer would grant you/him vacation time any season of the year at your/his request?

Yes	<u>38%</u>	Uncertain	<u>22%</u>
No	<u>40%</u>		

7. Would you favor the extended school year if it improved the quality of education even if it were inconvenient?

Yes	<u>56%</u>	Uncertain	<u>20%</u>
No	<u>24%</u>		

8. Do you favor the idea of dividing the traditional school year into small segments?

Yes	<u>48%</u>	No	<u>49%</u>	Uncertain	<u>3%</u>
-----	------------	----	------------	-----------	-----------

9. Would you favor the extended school year if it called for an increase in the school budget?

Yes	<u>20%</u>	Uncertain	<u>25%</u>
No	<u>55%</u>		

10. Would you favor Long Branch High School starting the extended school year program in the fall of 1974?

Yes	<u>37%</u>	Uncertain	<u>19%</u>
No	<u>44%</u>		

11. How long have you lived in the Long Branch School District?

Less than 1 year	<u>1.1%</u>	5 to 10 years	<u>13.1%</u>
1 to 3 years	<u>6.2%</u>	Over 10 years	<u>71%</u>
3 to 5 years	<u>8%</u>		

12. Do you expect to use the Long Branch School District 3 years from now?

Yes	<u>50%</u>	Uncertain	<u>10%</u>
No	<u>40%</u>		

13. Are you a registered voter?

Yes	<u>88%</u>	No	<u>12%</u>
-----	------------	----	------------

14. Do you own or rent your home?

Own	<u>72%</u>	Rent	<u>28%</u>
-----	------------	------	------------

15. Would you like to know more about the extended school year program?

Yes	<u>75%</u>	No	<u>24%</u>
-----	------------	----	------------

16. If you favor the extended school year concept, for which purpose would you send your son/daughter to the 5th year (45 day term)?

Early graduation	<u>31%</u>	Remedial/Make Up	<u>14%</u>
Enrichment	<u>37%</u>		
Vacation option	<u>18%</u>		

17. Please list any suggestions regarding the extended school year proposal at Long Branch Senior High School.

22%

BASED ON 243 RETURNS (22%) OUT OF 1100 QUESTIONNAIRES.

LONG BRANCH SENIOR HIGH SCHOOL
Westwood Avenue
Long Branch, N.J. 07740

March 26, 1973

Dear Sir:

Long Branch Senior High School is studying the feasibility of an extended school year.

Many of you were briefed during a luncheon meeting at the West End Manor last week.

For those not familiar with our study, the extended school year concept can broadly be described as follows:

Present System

- A. 180 day term. Students enrolled for the full 180 days. Students attend 10 months (180 days).
- B. Schedules issued in September.
- C. Credit received every 180 days.
- D. School year runs from September through June.
- E. Vacation: July and August only and regular school recesses such as Christmas and Easter.

Extended School Year
Voluntary Quinmester Plan

- A. 45 day terms. Students enrolled in courses for 45 days. Students attend any 4 of the 5 (45 day terms). The 5th (45-day term) is optional.
- B. Students re-scheduled every 45 days.
- C. Credits received every 45 days.
- D. Calendar runs from September through August.
- E. Vacations during any 45 day term and regular school recesses such as Christmas and Easter.

To assist us in our study, we ask that you complete the following questionnaire and return it in the enclosed envelope.

Your sincere and earnest reaction will be invaluable in assisting us in our study and ultimately in making sound decisions for improvement in the quality of education for Long Branch.

Very truly yours,

John T. Crotty
John T. Crotty, Chairman
Commercial and Industrial
Reaction Committee
Extended School Year Study
Long Branch Senior High School

LONG BRANCH SCHOOL DISTRICT BUSINESS AND INDUSTRIAL SURVEY

1. What impact would the Voluntary Quinmester Extended School Year plan of school operation have on the following aspects of your business operation?
 - a. Use of seasonal employees (whether used, number employed, etc.):
 - b. Vacation schedules of your employees:
 - c. Overall business operations:
 - d. Any other aspects you deem of importance:
2. If the Voluntary Quinmester Extended School Year plan were to be adopted, would you be in favor of it?
3. If answer to question two is yes, would you please state your reason(s) for your approval.
4. If answer to question two is no, would you please list your reason(s) for your disapproval of such a plan.

CURRICULUM COMMITTEE

<u>Member</u>	<u>Department</u>
Wayne Stevenson Chairman	Guidance
Rosemary Miller Assistant Chairman	SAC, English
Frank Curcio	Science
Celia Gelernter	Student, 11th Grade
Eleanor Gilbert	SAC, Social Studies
John Kahle	SAC, Physical Education
Russell Malson	SAC, Industrial Arts
Barbara Manella	Business Education
Deirdre O'Connell	Student, 12th Grade
Sandra Quarg	English
Louis Toscano	Foreign Language
Eric Weinberg	Social Studies, Librarian

A. Problem Studied

This committee's function was to investigate and develop the segmentation of the present curriculum plus additional offerings made possible by the time differential. (45 days as opposed to 180 days) This also included the establishment of sequences where required and their feasibility in terms of a master schedule.

B. Methods Used in Achieving Results

Each subject area department was requested to investigate the current literature available on the subject of E.S.Y. Under the guidance of their respective chairman and/or a representative assigned to the E.S.Y. Curriculum Committee, they submitted to this committee their proposed course offerings. Many of the departments utilized student input in addition to their own thoughts and research.

Our committee then reacted to these proposals and referred back to the specific chairman any questions we had. Our comments and reactions were limited to the adequacy and logical arrangement of courses rather than the staffing and actual scheduling of course offerings. Our major concern was minimizing the number of specific requirements for sequential courses and provisions for necessary trailer quins.

C. Specific Problems and Solutions

1. Must all courses be single quin offerings?

Maximum flexibility can only be achieved if we adhere to single quin offerings.

2. Does this do away with prerequisites?

It is still within the province of each department to establish prerequisites. The major problem they cause is in the area of re-scheduling or recycling failures.

3. Does this do away with continuity of course offerings within a department?

Each department has the prerogative of establishing the chronology of offerings.

4. Are skill subjects adversely affected?

The number of sequential course offerings should be minimized not abolished. Recycling potential exists for positive effect in skill areas.

5. Can the same course be offered in more than one quin?

The determining factors would be the requirements of the department and the attractiveness of the offering.

6. Are all students mature enough to choose from the multiplicity of elective offerings?

The external control factors of college admission requirements, job skills, peer pressure and influence by parent, teachers and counselors still prevails. Mistakes will be made but the penalty is minimized in credits and time.

7. Are trailer quins necessary?

Trailer quins are not essential or desirable in all areas, however, one of the advantages of V.Q. E.S.Y. is the immediate recycling of a student who has been unsuccessful.

8. Once a curriculum is established, will it be final?

Hopefully, revision would be an ongoing process. Student selection, irrelevance and innovations will be constant forces.

9. Will the V.Q. E.S.Y. affect the instructional and learning atmosphere?
The shorter time period of 45 days creates pressures for constant student attendance, increased pupil performance, reduction of interruptions and successful course completion.

D. Results of Surveys, Questionnaires or Other Data Gathering Devices

Since each high school curriculum has its own unique features, it was of no value to superimpose something from outside. Unquestionably, course offerings from other districts were considered and incorporated in the suggestions of each subject area. The committee did not, however, actively attempt to solicit from sources other than within.

E. Unresolved Issues

1. If curriculum suggestions are the result of a strong arm policy, on the part of the department head rather than a joint effort, tension and dissatisfaction could destroy the project.
2. The present ruling that the same course cannot be repeated for credit will have to be reviewed relative to the new curriculum offerings. There are a few course suggestions where this will be possible and provide the student with a rewarding experience. (Example: school newspaper, yearbook, library magazine, etc.)
3. Groupings: as we presently employ it will not exist in other than a few areas. We will have defacto grouping simply by course selection. This could destroy what we have achieved in obtaining class balances other than numerical. Should this be considered in the scheduling of required courses where there is ability grouping?

F. Summary and Conclusion

The feasibility study of the extended school year for Long Branch Senior High School will have far reaching effects regardless of the actual implementation of E.S.Y. It was obvious to the committee that all subject areas became involved with research, participated in department meetings which were thought-provoking, and made astute personal assessments of their fund of desirable teachable knowledge. The result of these experiences must be beneficial.

The increase in quantity of offerings is guaranteed. At the least, it has to be quadrupled. There will be many more courses. "Many" is not necessarily good, but in education offerings, it has value, if the course content presented to the committee has been realistically advertised. The advertisements submitted were attractive, broad in scope and from a student standpoint, considerably more relevant than some present offerings.

Faculty attitude ranges from opposition to indifference to excitement. This is basically healthy, unless it is both conceived and deceased in a vacuum. A teacher's decision to enter the profession is based on the desire to teach. The extended school year provides the opportunity to teach compact units to a greater variety of students. Since these units were suggested by staff and students, and will be developed by staff, the advantages should be obvious. Many extant problems may be eradicated and many more may be reduced in frequency of occurrence. Also, many new problems will be created, but most of them will be 45 days, rather than 180 days, in length.

The fact that the student body at Long Branch has changed drastically in the last five years is not unknown to staff and administration. To keep pace with this change, staff and administration have already made curriculum adjustments, which have had positive results. Projected enrollment indicates further change and mandates continuous curriculum revision.

The Middle States Evaluation of 1972 extended our accreditation for the maximum amount - 10 years. This has 2 implications for us. It is a commendation of our excellence of instruction and total operation of which we are justly proud. It is also a recommendation that we make every effort to maintain the standard we have set. It would seem that the adoption and implementation of the extended school year voluntary quinmester program is totally in line with that recommendation.

The conclusion of this committee is that the actual curriculum problems are more readily discernable in the area of "how to teach" rather than "what to teach." The modification of course offerings has been objectively accomplished - actual implementation will be the only true measure of total impact and credibility.

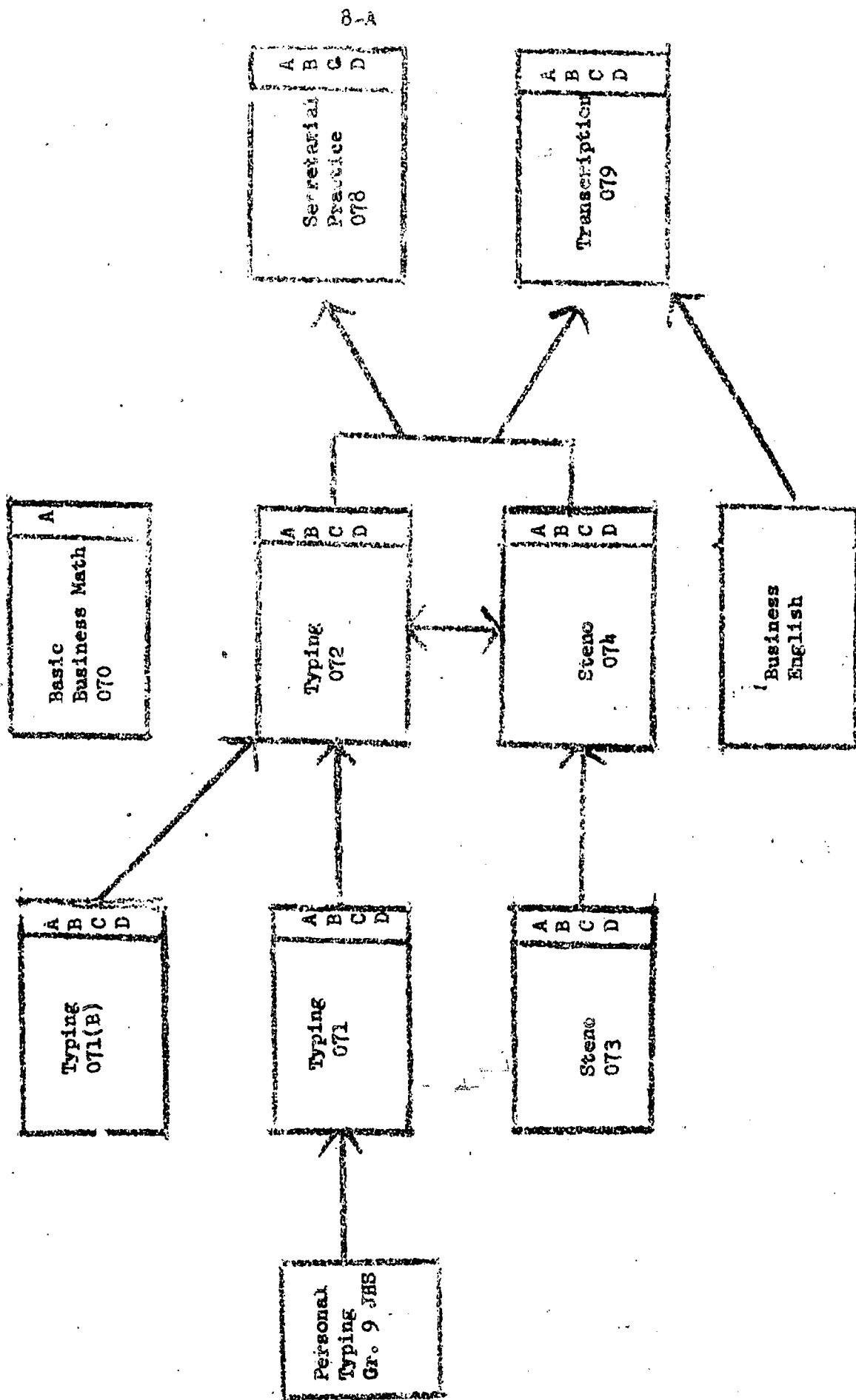
G. Recommendations

The Curriculum Committee recommends that we institute the V.Q. E.S.Y. Acknowledging that considerably more work precedes actual fruition, the feasibility study indicates that positive results are obtainable.

SUBJECT AREA CURRICULUM POSSIBILITIES

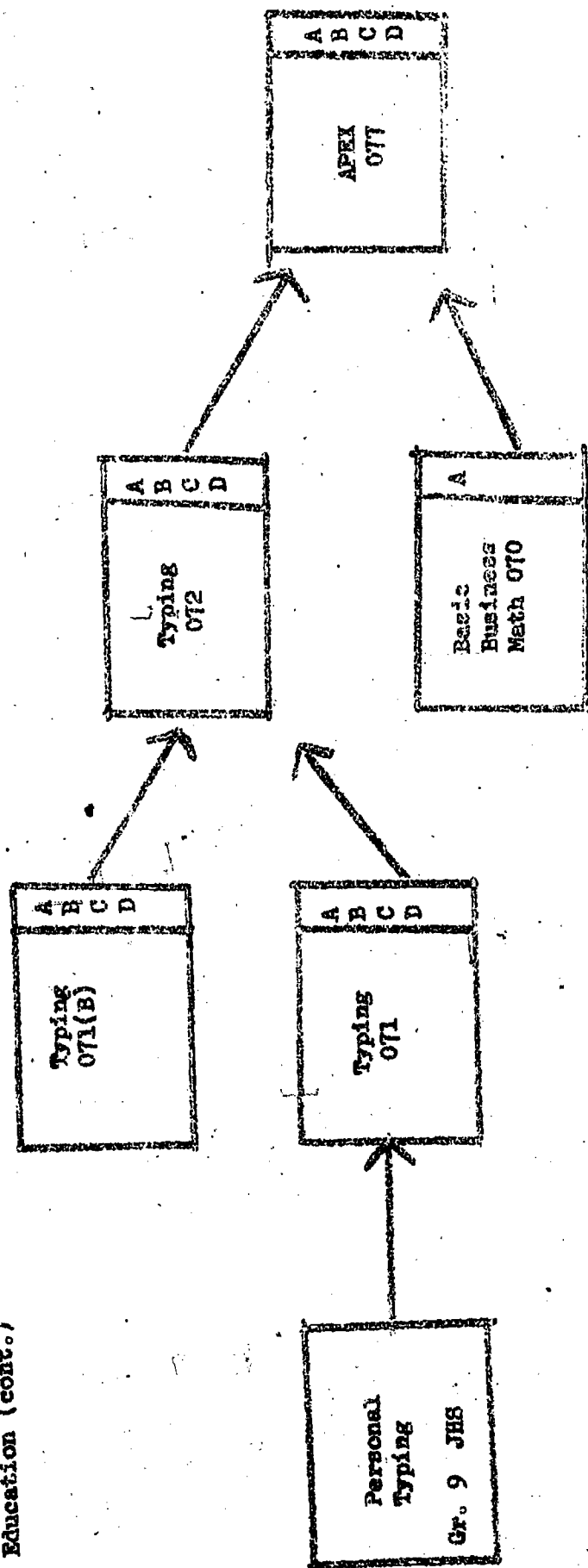
The following represents the course offerings of each subject matter area to be considered if the V.C. E.S.Y. is implemented. Flow charts indicate where sequences and/or chronology is suggested or recommended. Unquestionably, a preimplementation study will bring about modifications.

Subject area offerings were submitted on the basis of their educational value and the capabilities of the instructional staff. The actual staffing and scheduling feasibility were not considered.

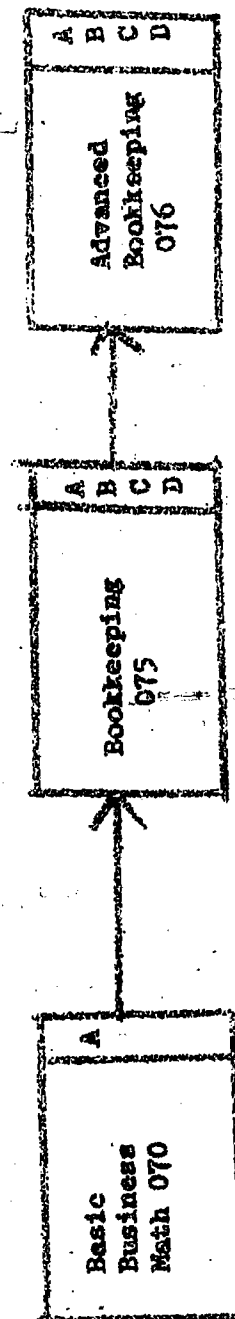


Clerical Sequence

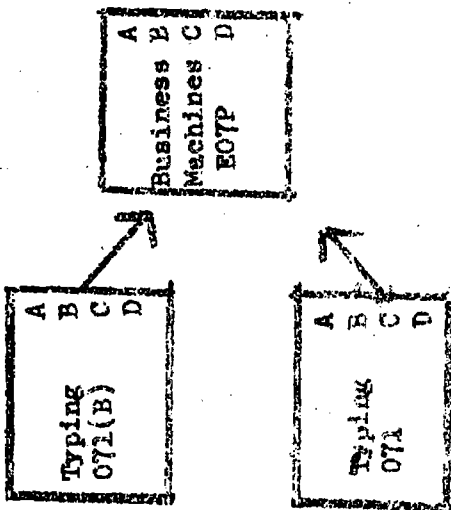
8-B



Bookkeeping Sequence



Elective with Prerequisite



(45-day quin)

(Non-sequential)

LECTIVES

EO7M
Techniques
of
Consumer
Purchasing

EO7N
Income
Tax

(best offered
in 2nd or 3rd
quin)

EO7K
Managing
Money

EO7L
Real
Property

EO7A
Cashier's
Records

EO7D
Small
Retail
Business
Management

EO7B
Payroll
Records

EO7C
Retail Sales
and Purchases
Records

EO7E
Buying
and
Selling

EO7F
Consumer
Influence &
Problems

EO7G
Contracts

EO7H
Credit

EO7I
Employee-
Employee
Relations

EO7J
Insurance

Business Education (cont.)

Typing 071(B) - Beginning Typing

No prerequisites
 Could be terminal
 Sequential
 Trailers

Typing 071 - Typing I

Prerequisites: JHS cycle typing
 Each quin is a prerequisite for the following ones
 Quins must be sequential
 Each quin must be successfully completed before continuation
 One quin could be skipped between the JHS course and Quin 1; all
 others would need trailers the next quin for recycling
 Could be terminal

Typing 072 - Typing II

Prerequisites: Typing 071(B) or 071
 Each quin is a prerequisite for the following ones
 Quins must be sequential
 Trailers
 Could be terminal

Steno 073 - Steno I

No prerequisites
 All quins must be sequential
 Each quin must be successfully completed before continuation
 Each is a prerequisite for the following quins
 Trailers

Steno 074 - Steno II

Prerequisite: Steno 073
 Each quin is a prerequisite for the following ones
 Sequential
 Trailers
 Could be terminal

Transcription 079

Prerequisites: Typing 072, Steno 074, Business English
 Not sequential
 Each quin must be successfully completed before taking the other quin
 Could be a quin lapse between each

Secretarial Practice 078

Prerequisites: Typing 072, Steno 074
 Sequential

Bookkeeping 075

Prerequisites: Basic Business Math
 Sequential
 Trailers

Business Education (cont.)

Apex 077

Prerequisites: Typing 072, Basic Business Math
Sequential

Advanced Bookkeeping 076

Prerequisites: Bookkeeping
Sequential
Trailers

ENGLISHRequired - Quin 1

Levels A, B, C (ability)

2 (emphasis on
creative writing)

GRADE 10 - Writing Lab 2

1 Composition
1 Literature
1 Other (from all categories)

GRADE 11 - Writing Lab 3

2 Literature
1 Other (from all categories)

GRADE 12 - Writing Lab 4

2 Literature
1 Other (from all categories)

TRAILER - Quin 2

ESL - Quins 1-4, all grades, for students who speak English as a second language.

ESL I - Oral emphasis and introductory language skills.

ESL II - Developing skills in reading and writing. Since much of the instruction is individualized, mobility is possible after any quin.

ELECTIVES: Categories:

1. Literature

- * may be elected by Grades 11 & 12 (at completion of 4 quins)
- ** may be elected by Grade 12 (at completion of 8 quins)

Introduction to Short Story

Science Fiction

Shakespearean Comedies & Romances

Shakespearean Tragedies & Chronicles

Life Stories

Musical Theater

Myths, Fables, Legends

Poetry of Rock

Humor

Supernatural in Literature

Sports Readings

Horror Stories

**Russian Literature

**Italian Literature

**Hebrew Literature

**British & American Romantic Literature

**The American Dream

**Naturalistic View in Literature

**Naturalistic View in Literature

**Classical View in Literature

**Literature of Utopia

**Ancient Literature

**Medieval Literature

**Modern Literature

**Contemporary Literature

Drama -

History of Theatre

Greek & Roman Theatre

Elizabethan Theatre

Classical vs. Romantic Theatre

Modern Drama

**Theatre of the Absurd

Wheels (cars, motorcycles, etc.)

The Bible as Literature

Religion and Literature

**Philosophy and Literature

**Oriental Literature

**African Literature

**Hispanic Literature

**French Literature

Mystery and Adventure

Literature of Protest

Adolescent in Literature

Man at War

Ethnic & Cultural Minorities in America

Plays for Everyone

**Main Currents in American Thought

**Eastern and Western Man (Plato and Aristotle)

**Comedy as Criticism

**Romantic View in Literature

Survey of Outstanding American Writers

**Franklin through Emerson

**Melville through Henry James

**Anderson, Fitzgerald et al. through Flannery O'Connor

2. COMPOSITION

Grammar Review
Vocabulary & Structure of Language
Term Paper
Trumpet - Quins 1-4
Log - Quins 1-4
Green Wave - Quins 1-4
College Board Review
Remedial Writing
Business English
Writing Reports

Creative Writing - Quins 2-4 (After Writing Lab 2)
TV and Motion Picture Script Writing
Magazine Feature Writing
Short Fiction
Longer Fiction
Science Fiction
Satire
Advertising Printed Word for TV & Radio

Writing Pop Lyrics
Writing Sports
Writing Poetry

3. WORKSHOP

Reading: Developmental - Quins 1-4, all grades
(for remediation)
Speed - Grades 11, 12 (any one quin)

3. WORKSHOP (cont.)

Speech Arts

Public Speaking (Prerequisites - one quin)
Speech Analysis
Discussion and Debate
Oral Interpretation

Voice Production

Dramatic Arts

Acting
Technical Theatre
Creative Dramatics
Children's Theatre
Theatrical Dance
Choral Reading
Reader's Theatre

Musical Theatre Workshop
Acting (By Audition)
Music (By Audition)
Technical Theatre II
Performance Workshop
Acting (By Audition)
Technical Theatre

Mass Communications

Analysis of Film
History of Film (Prerequisite)
Film Making
Electric Media (Radio & TV) Prerequisite
TV Production
Radio/TV Announcing

Humanities

Man and His Code
Man and His Environment
Man and His Fellow Man
How Man Views Himself
How Man Creates

Reading Newspapers and
Magazines
Language Arts for Careers
Independent Study

DEPARTMENT OF FOREIGN LANGUAGES--FLOW CHART FOR TRADITIONAL COURSES
AND ELECTIVES FOR E.S.Y. ALL COURSES GIVEN IN FOREIGN LANGUAGE.

SPANISH

Grade 10

Spanish 101

- A. No prerequisite
- B. No gap
- C. Must be done in sequence

Grade 11

Spanish 101

Grade 12

Spanish 101

Spanish 102

- A. Prerequisite Spanish 101
- B. No gap
- C. Must be done in sequence
- D.

Spanish 102

Spanish 102

Spanish 103

- A. Prerequisite Spanish 102
- B. No gap
- C. Must be done in sequence
- D.

Spanish 103

Spanish 103

Spanish 104

- A. Prerequisite Spanish 103
- B. No gap
- C. Must be done in sequence
- D.

Spanish 104

Spanish 105

- A. Prerequisite Spanish 104
- B. No gap
- C. Must be taken in sequence
- D.

We strongly recommend that students be encouraged to take an elective IN ADDITION TO THE REGULAR SEQUENCE OF LANGUAGE. We do not wish the electives to replace our standard offerings.

ELECTIVES - Prerequisite Spanish 103

History and Culture of Spain

History and Culture of Puerto Rico

Selected Readings Spanish/Spanish Amer. Lit. and the U.S.

Revolutionary Movements in Latin America

The Spanish Civil War

U.S. Intervention in Latin America

The Organization

of American State

and the U.S.

Mexico-History & Culture

The Mexican Rev.

Grade 10

German 101

- A. No prerequisite
- B. No gap
- C. Must be done in sequence
- D.

German 102

- A. Prereq.: German 101
- B. No gap
- C. Must be done in sequence

Grade 11

German 101

German 102

German 103

- A. Prereq.: German 102
- B. No gap
- C. Must be done in sequence
- D.

Grade 12

German 101

German 102

German 103

German 104

- A. Medieval Lit., Ren. Reformation, Baroque, Enlightenment
 - B. German classicism
 - C. Romanticism, poetic realism, Naturalism
 - D. Contemporary lit.
- Prerequisite: German 103
No sequence necessary
Gap permitted
One or more quins may be taken.

ELECTIVES:

Prerequisite: German 102
May be taken with no particular sequence.
Any number of quins may be taken at one time.

- German Lyric Poetry 201
- Selected Works of Friedrich Nietzsche 202
- Selected Works of Hermann Hesse 203
- Selected Works of Thomas Mann 204
- The German Novel: Selected Works 205
- The German Drama: Selected Works 206
- Selected Works of Franz Kafka 207

All courses given in the foreign language.

Grade 10

French 101

- A.
- B.
- C. Must be done in sequence
- D.

French 102

Prerequisite Fr. 101

Must be done in sequence

French 102

French 103

Prerequisite Fr. 102

Must be done in sequence

Prerequisite Fr. 102

- A. Review of Gram. Lit. of Middle Ages & Ren.
- B. 17th Cent. Lit.
- C. 18th Cent. Lit.
- D. 19th Cent. Lit.

(May be taken in any order)

Basic requirements:

French 101-102

French 201 - FRANCE THROUGH FILMS. Scenes in France, present French people and environment; intensive practice in oral communication. Prereq.: French 102

French 202 - La FRANCE ACTUELLE. An in-depth study of the French people, their customs, education, living habits, etc. Prereq.: French 103

French 203 - GEOGRAPHY OF FRANCE. Geography including the economy, cities, provinces. Also other French-speaking areas of the world. Prereq.: French 102

All courses are given in the foreign language.

Grade 12

French 101

French 102

French 103

French 104

French 205

Prerequisite Fr. 103

- A. Review may. gram. dictes, comp.
- B. Culture & Civilization
- C. Short stories, novelettes
- D. 20th Century Literature

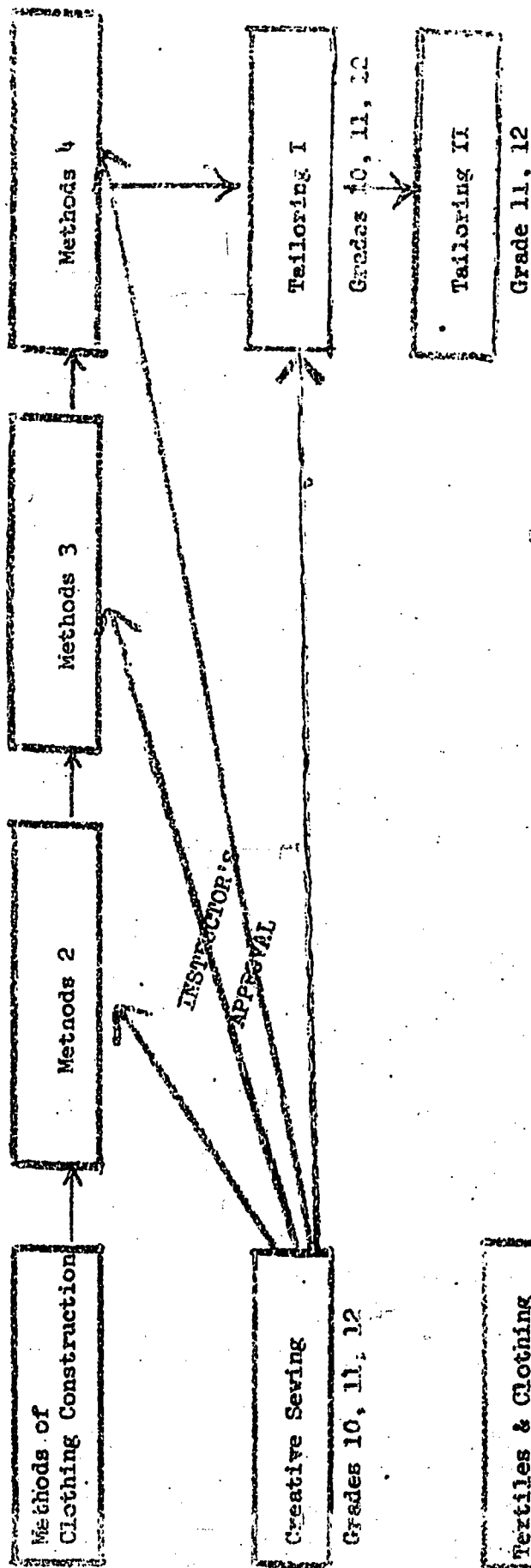
ELECTIVES

French 204 - French Teen-Age Life. A view of teenage life in France and the study of the social and economic changes since World War II. Prereq.: French 102

French 205 - le Français Quotidien. A thorough study of all aspects of French daily conversation: meeting, shopping, use of telephone, various expressions in the daily routine. Prereq.: French 102

French 206 - COMPOSITION for Advanced students from magazines, newspapers, transparencies, slides. In-depth study of idioms, current speech and grammatical structures. Prereq.: French 103.

French 207 - The Romanesque and Gothic Architecture of France through its churches and monuments. Prereq.: French 103.



Independent Study

Textiles & Clothing
in The Economy

Grades 10, 11, 12

Language of Fashion

Grade 10, 11, 12

Color and Design
in Clothes

Grade 10, 11, 12

Needlecraft

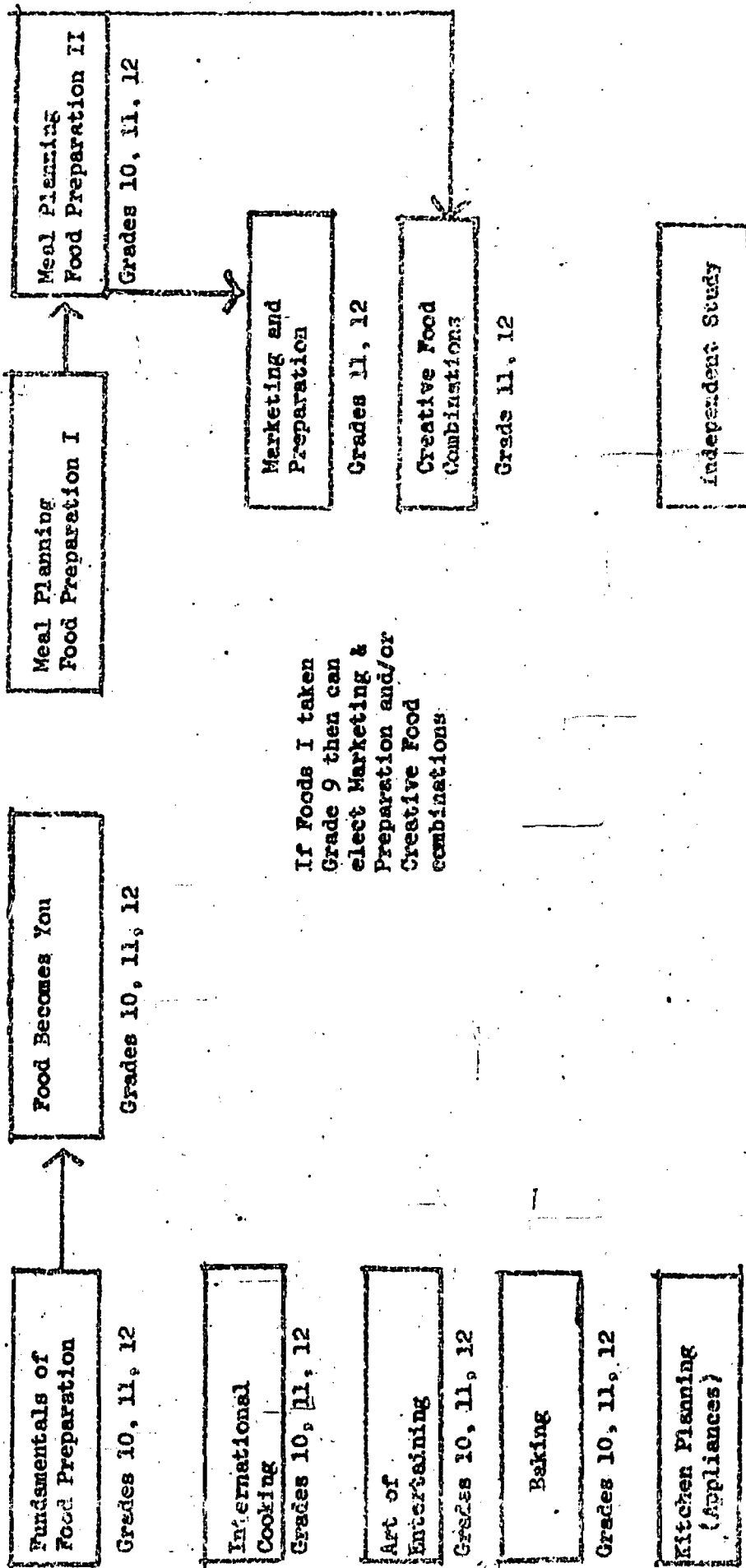
Grade 10, 11, 12

Home Economics (cont.)

11-B

No Gap Requires 2 quarters

Can Gap



Home Economics (cont.)

Modern Living Area

Decorating The
Home

Grade 10, 11, 12

Housing and Its
Management

Grade 10, 11, 12

Parenthood. The
Young Child

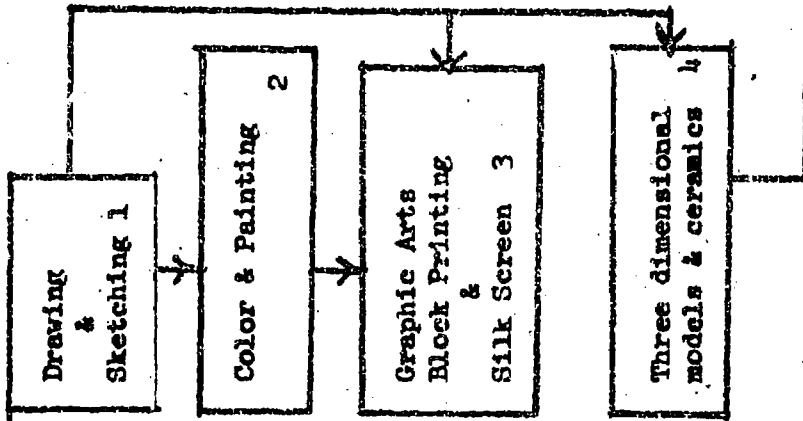
Grade 11, 12

Relationships With
Others

Grade 11, 12

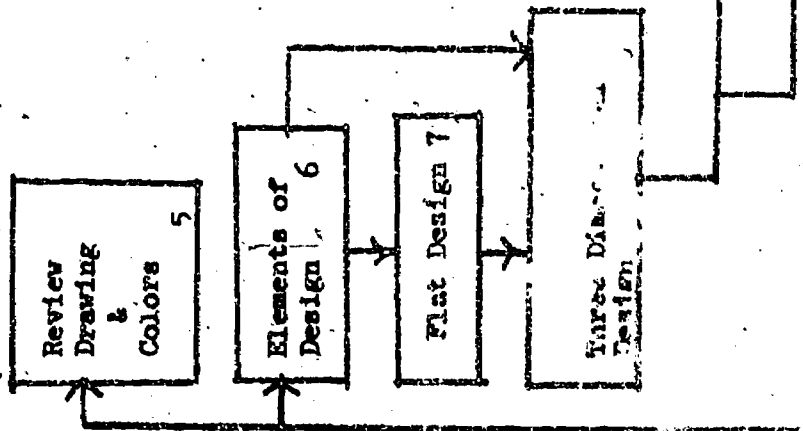
FINE ARTS PROGRAM

Art I



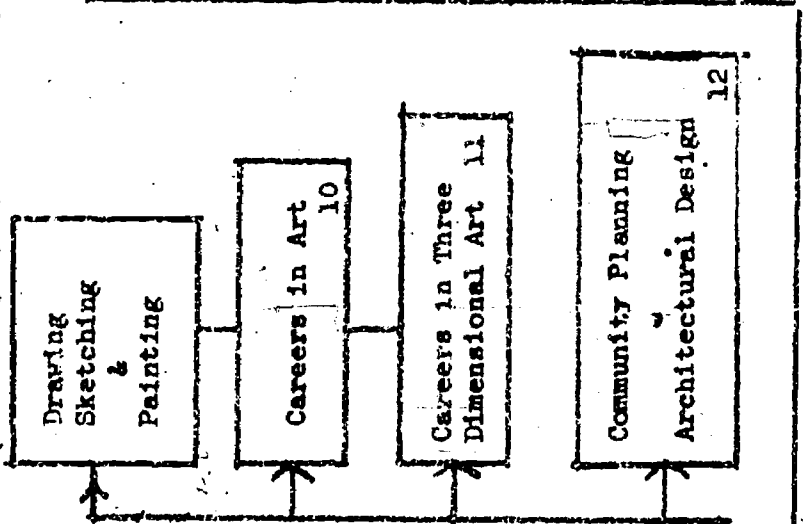
Art II

Prerequisite: Quins 1-4



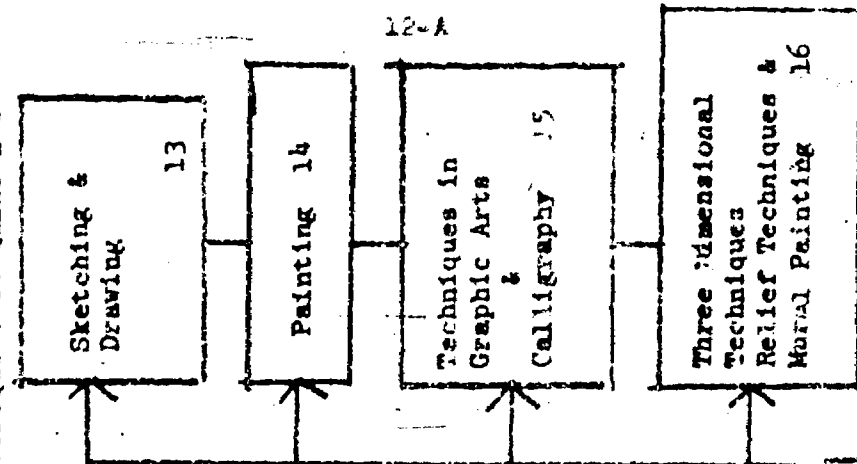
Art III

Prerequisite: Quins 1-8



Art IV

Prerequisite: Quins 1-8



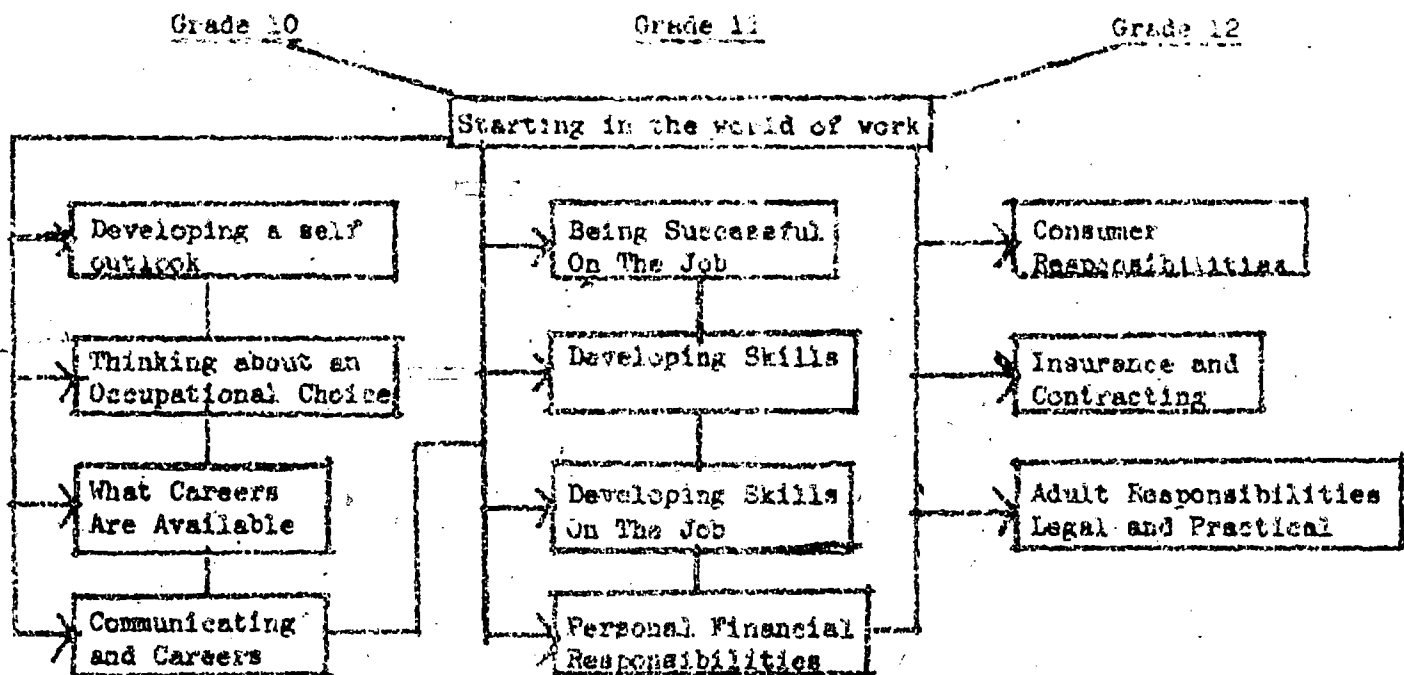
Art Appreciation

History of Art

Each block represents 1 quin.
Based on 45 days, 50 minute period per day.

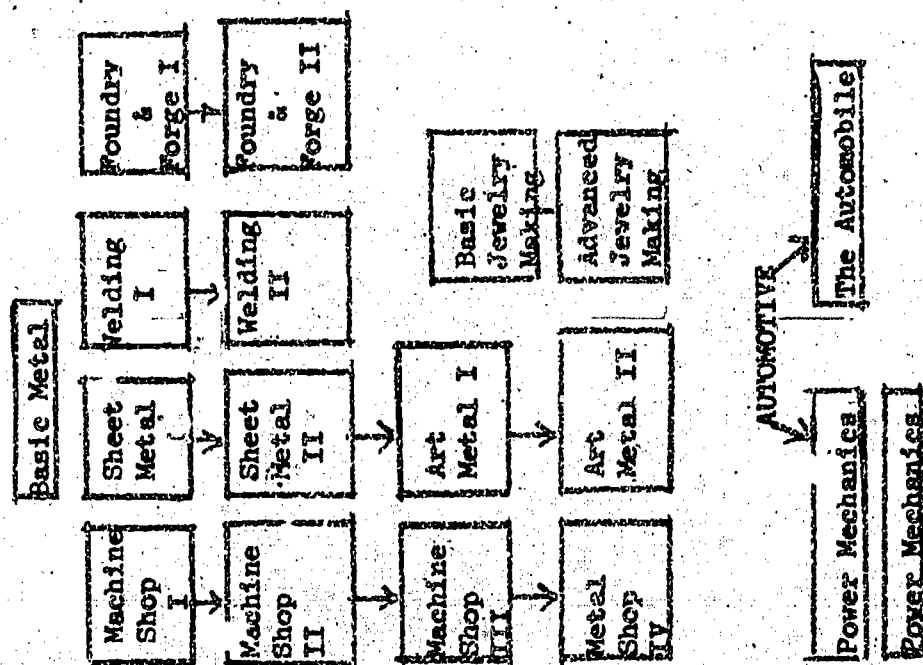
COOPERATIVE INDUSTRIAL EDUCATION RELATED COURSE

A student with permission of the coordinator may enter or leave any quin.



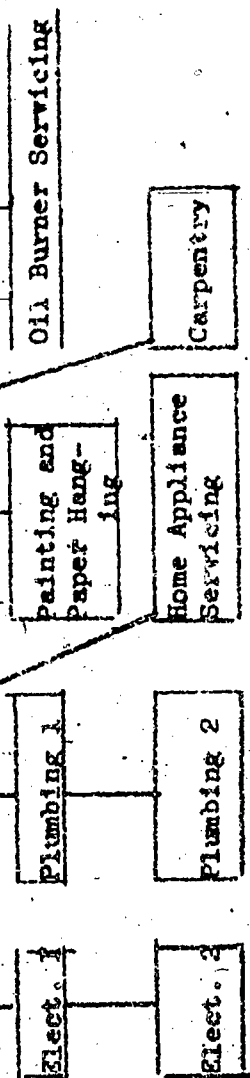
Students in the C.I.E. Program must cooperate with the employer when selecting a vacation quin.

Each block represents 1 quin, based on 45 days, 50 minutes per day.

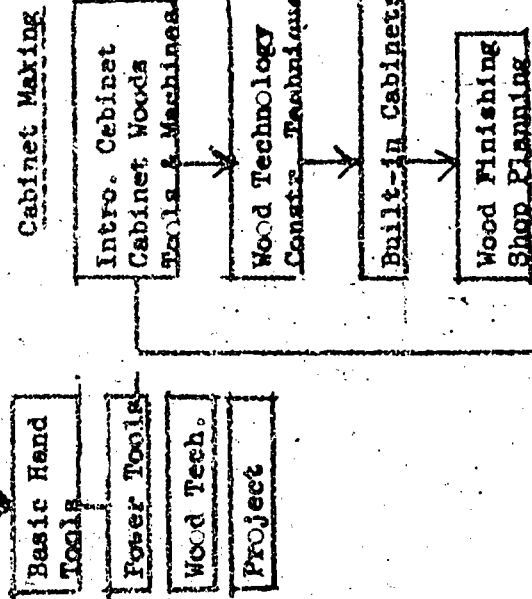


Each Block Represents 1 Quin.
Based on 45 days, 50 minutes per day.

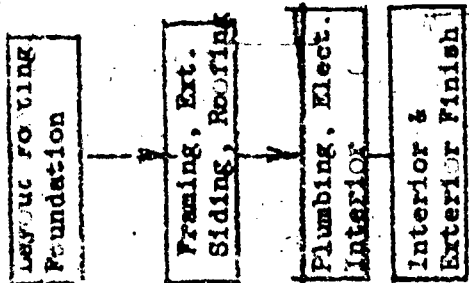
House Maintenance and Services



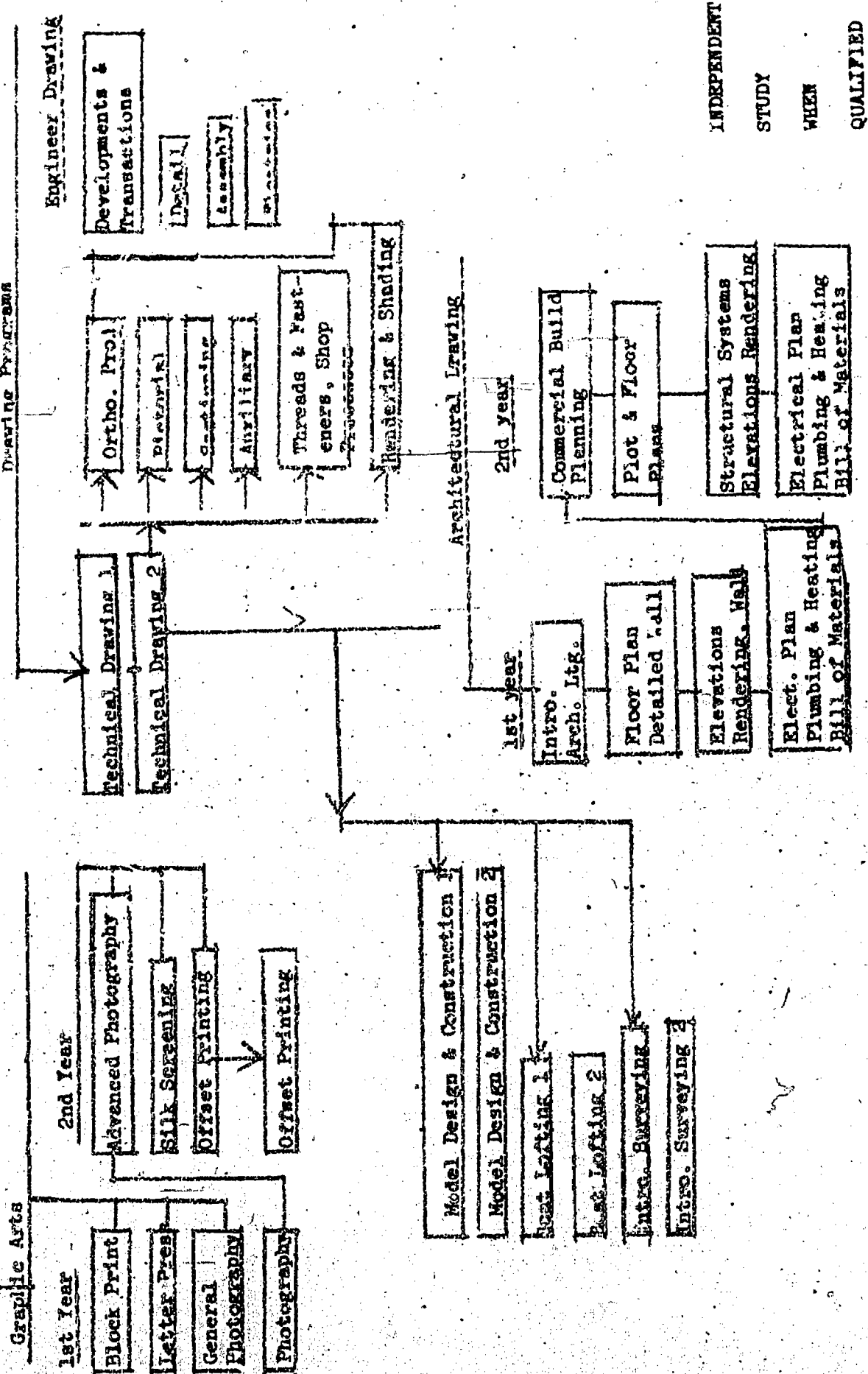
WORKING



Building Constructi



Cont.



INDEPENDENT

STUDY

WHEN

QUALIFIED

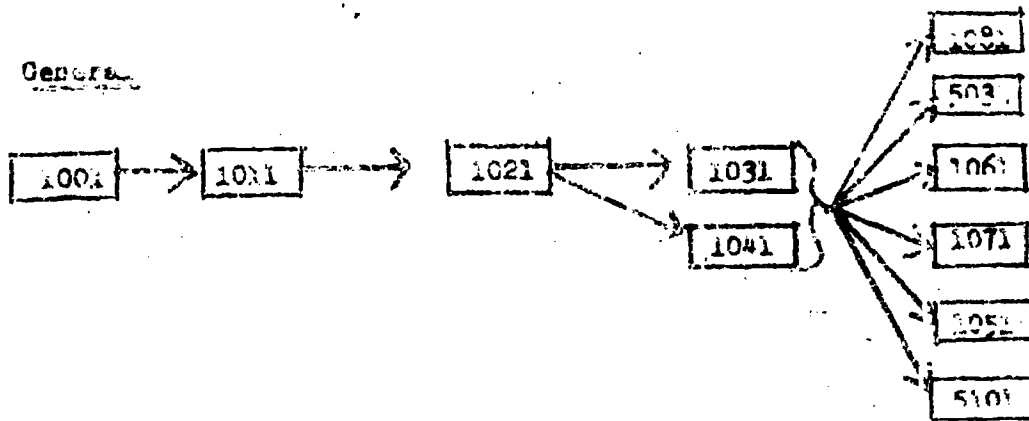
MATHEMATICS DEPARTMENT COURSE TITLES

1. Omega - 6 quins
2. Phi - 1 quin with prerequisites
3. Alpha - 4 quins with no academic prerequisites and no continuation course.
4. Beta - 4 quins with no academic prerequisites but has a continuation course.
5. Delta - 4 quins with academic prerequisites and continuation course.
6. Epsilon - 1 quin, no academic prerequisites or continuation course.
7. Gamma - Multiple quins but less than 4.

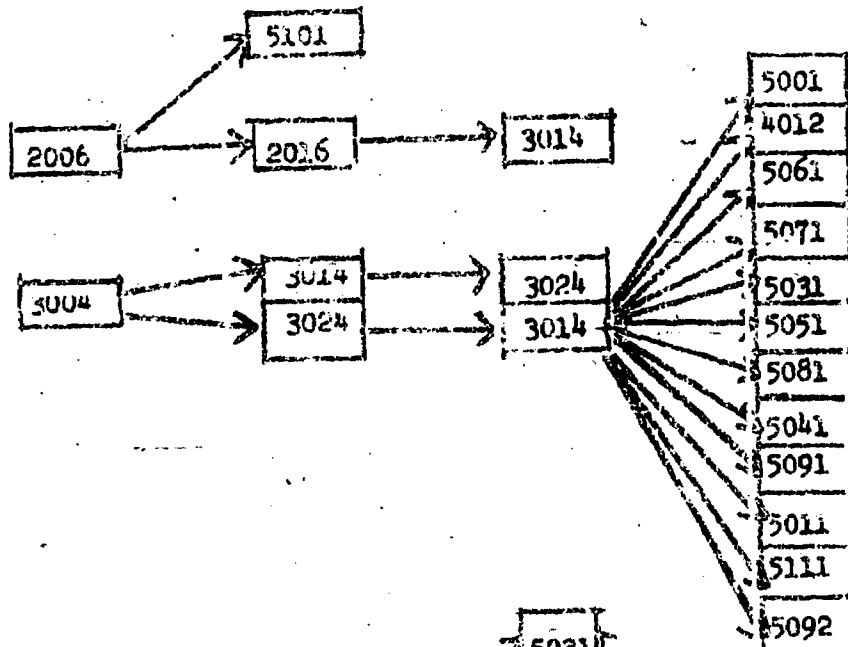
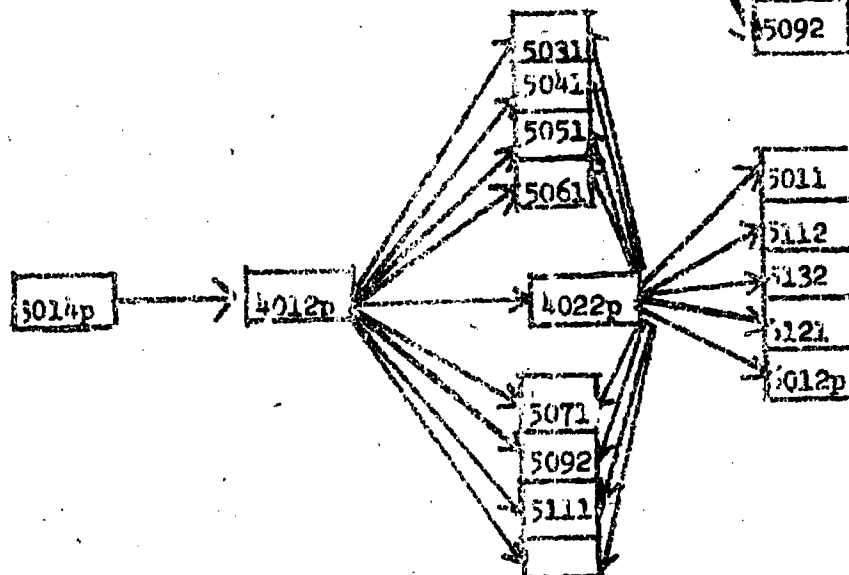
- 1001 - Arithmetic - Understanding Computation (Phi)
- 1011 - Understanding Fractions (Phi)
- 1021 - Understanding Ratio & Percent (Phi)
- 1031 - Elementary Geometry (area, volume, angles, similar triangles, pythagorean theorem) (Phi)
- 1041 - Measurement (Phi)
- 1071 - Pre-Algebra (simple equations, signed numbers, etc.) (Phi)
- 1061 - Earning and Managing Money (Phi)
- 1071 - Elementary Set Theory (Phi)
- 1081 - Mathematics for the Consumer (Phi)
- 2006 - Algebra I (Sequence) (Omega)
- 2016 - Geometry (Sequence) (Omega)
- 3004 - Algebra I (Delta)
- 3014p - Algebra II (Delta)
- 3014 - Algebra II (Delta)
- 3024p - Plane and Solid (Delta)
- 3024 - Geometry (Delta)
- 4012 - Trigonometry (Gamma)
- 4022p - Analytic Geometry (Gamma)
- 5001 - Functions and Relations (Phi)
- 5011 - Probability (Phi)
- 5031 - Slide Rule (Phi)
- 5041 - Review for College Boards (Epsilon) Offer in fall
- 5051 - Statistics (Phi)
- 5061 - Review for Achievements (Epsilon) Offer in fall
- 5071 - Logic and Sets (Phi)
- 5081 - Vectors, Matrices and Determinants (Phi)
- 5091 - Solid Geometry (Gamma)
- 5112 - Groups, Rings and Fields (Gamma)
- 5101 - Problem Solving (Epsilon) Offer any time
- 5111 - History of Mathematics (Phi)
- 5121 - Theory of Numbers (Phi)
- 5132 - College Algebra (Gamma)
- 6012p - Pre-Calculus (Progressed) (Gamma)

MATHEMATICS DEPARTMENT

(0210)

General

One year requirement (4 quins) can be waved if score on C.A.T. meets pre-determined score. Individual courses may be eliminated depending upon C.A.T. results.

College PreparatoryPilot

KEY:

2 0 1 ③ ②
Course Quins Pilot
Number

INSTRUMENTAL MUSIC

I. Band -- Membership in the band is selective by tryouts. Every instrumental music student is welcome and urged to try out for the band. Playing ability is of prime concern in the tryouts, although a student's attitude and dependability enter into the final placement of a student.

II. Advanced Wind & Percussion Ensemble

III. Stage Band

These ensembles are open only to selected band members by means of audition.

Instrumental Aids

Offered any quin
Non sequential -- can gap.
(woodwind, brass, percussion)

Band

Offered all quins
Required all quins

Advanced Wind & Percussion

Offered all quins
Required all quins, must be taken in conjunction with band.

Stage Band

Offered selected quin or quins.

Musical Theater

Offered any quin

Instrumental Ensemble

Chamber music ensemble
Offered any quin

A Study of Jazz

Offered any quin

VOCAL MUSICCOURSES

- I. The Chorale. Same offerings as before except a student may drop course after closest concert. (See course description)
- II. The Varsity Singers. Same offerings as before except student may drop course after closest concert.
- III. Exploring Individual Musical Talents and Skills
No prerequisites
To be offered each "quin"
Class size limited to 20 students
(See course description)
- IV. The Pointer System (limited to 15 students)
- V. Elementary Notation
- VI. Ear Training & Solfeggio (limited to 20 students)
- VII. Keyboard Harmony (limited to 10 students)
These four courses to be offered in succession starting with the second quin. Students starting with Exploring Individual Music Talent and Skill the first quin and following thru on these four courses should accumulate much useful knowledge and skill as well as stimulation to work further in music. (See individual course descriptions)
- VIII. Voice Class
Students should attend this class throughout the entire year.
(See course description)

Vocal Music (cont.)

The Chorale

The Chorale

Varsity Singers

Exploring Individual
Musical Talent & Skill

Pointer System

Ear Training &
Solfeggio

Elementary Notation

Keyboard Harmony

Prerequisites:

1. Agree to re-schedule the Chorale thru next public concert if Director requires student's services.
2. Agree, where scheduling is possible, to schedule Varsity Singers for next year if Director decides student belongs in the more advanced group.

O O S O S

Varsity Singers

Varsity Singers

The Chorale

Exploring Individual
Musical Talent & Skill

Pointer System

Elementary Notation

Ear Training &
Solfeggio

Keyboard Harmony

Voice Class

Prerequisites:

1. Demonstrate capacity for tonal memory sufficient to be selected by the Director
2. Agree to reschedule Varsity Singers thru next public concert if Director requires student's services.

Vocal Music (cont.)

Exploring
Individual
Music Talent
& Skill

Exploring Individual
Talent & Skills

The Chorale

The Varsity Singers

Pointer System

Elementary Notation

Ear Training &
Solfeggio

Keyboard Harmony

Prerequisites: None
(Class limited to 20)

Course:

Thorough testing to help student find his present situation with regard to native talent & level of skills. After counsel, student will choose in what area he will work. He will be required to demonstrate progress for class and instructor. Preparation will be done during and outside of class time.

* * * * *

Pointer System

Pointer System

The Chorale

Varsity Singers

Ear Training &
Solfeggio

Keyboard Harmony

Elementary Notation

Exploration of
Individual Musical
Talent and Skill

Prerequisites: None
(Class limited to 15)

Course:

Study of chords and left hand patterns to accompany simple melodies. Instruction intended to provide foundation and stimulation toward playing piano, organ and stringed instruments like the guitar.

Vocal Music (cont.)

Elementary Notation

Ear Training & Solfeggio

The Chorale

Varsity Singers

Keyboard Harmony

Pointer System

Exploring Individual Musical Talent & Skill

Prerequisites: None except student must be able to count, add, subtract; multiply and divide simple problems.

Course:

Instruction in putting music on paper. Encouragement to compose and write down melodies and descants. Introduction to melodic and rhythmic dictation.

Ear Training & Solfeggio

Ear Training & Solfeggio

Keyboard Harmony

The Chorale

Varsity Singers

Pointer System

Elementary Notation

Exploring Individual Music Talents and Skill

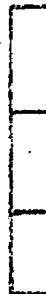
Voice Class

Prerequisites:
(Class size limited to 20)
Demonstrate sufficient knowledge of music notation and adequate tonal and rhythmic memory.

Course:
Emphasis on sight singing, melodic and rhythmic dictation.

Vocal Music (cont.)

Keyboard Harmony



Varsity Singers

Exploring Individual
Musical Talent & Skill

Ear Training &
Solfeggio

Voice Class

Prerequisites:

(Class size limited to 10)
Demonstrate adequate know-
ledge of music notation
and chord structure.

Course:

The piano keyboard used
to instruct open position
3 & 4 part harmonic
progressions and the
accepted rules governing
them. Encouraging students
to compose, arrange songs
on their own and in their
own style.

o o e o o

Voice Class

Voice Class

Prerequisites:

(Class size limited to 12)
Previous membership in the
Chorale or Varsity Singers
and having participated in
at least one public concert
with that particular group.

Willingness to participate in
concerts and sing as soloist
in spring recital (public).

Recommendation of Director
of Vocal Music.

10

1. Four Quins
 - A. Two Quins - Phys. Ed.
During each quin, student will select one activity, or one group of combined act.
 - B. One Quin - Health
 - C. One Quin - Select from Health or Phys. Ed. Activities

11

1. Four Quins
 - A. Two Quins - Phys. Ed. (similar to 10)
 - B. One Quin - Drivers Ed. (classroom)
 - C. One Quin - Simulator & BW (determine by student resching 16-1/2 years of age) Could be taken 4th or 5th quin in 10th grade; one of the quins in 11th grade; or 1st quin in 12th grade

12

1. Four Quins
 - A. Two Quins - Phys. Ed. (similar to 10)
 - B. One Quin - Health
 - C. One Quin - Select from Health or Phys. Ed. activities.

HEALTH

1. Personal Health Practices (10)
2. Physical Growth & Development (10-12)
3. Mental & Emotional Health (10-12)
4. Nutrition & Exercise (10-12)
5. Child Care (10-12)

6. Accident Prevention & Emergency Medical Procedures (10-12)
7. Substances That Modify Mood & Behavior (10-12)
8. Relationship of Man & Environment (10-12)
9. Community Health (12)
10. Consumer Health (12)

Additional

1. Motorcycles (12)
2. Adv. Dr. Ed. (12)
3. Boating Safety (10-12)

PHYSICAL EDUCATION

Team Act.

1. Basketball (b/g) 10-11-12
2. Field Hockey (g) 10-11
3. Flag Football (b) 10-11-12
4. Soccer (b/g) 10-11-12
5. Softball (b/g) 10-11-12
6. Volleyball (b/g) 10-11-12

Independent Study

- Student Ass't PE (b/g) 11-12
 Officiating (b/g) 11-12
 Outdoor Camping (b/g) 11-12

Ind. Act.

1. Badminton (b/g) 11-12
2. Handball (b) 10-11-12
3. Square Dance (b/g) 10-11-12
4. Table Tennis (b/g) 10-11-12
5. Tennis (b/g) 10-11-12
6. Wrestling (b) 10-11

Ind. Act.

1. Archery (b/g) 10-11-12
2. Bicycling (b/g) 10-11-12
3. Bowling (b/g) 10-11-12
4. Floor Ex. (g) 10-11
5. Folk Dance (b/g) 10-11-12
6. Golf (b/g) 11-12
7. Gymnastics-Tumbling (b/g) 10-11-12
8. Modern Dance (g) 10-11-12

12

9. Slimnastics (g) 10-11-12
10. Track & Field (b/g) 10-11
11. Weight Lifting & Aerobatics (b/g) 10-11-12
12. Ski Conditioning (b/g) 10-11-12

DEPARTMENT OF HEALTH & PHYSICAL EDUCATION cont.

1. Prerequisite for Motorcycle and Advanced Driver Education (simulator & Behind-the-Wheel)
2. Requirements for Driver Education are set. If classroom Driver Education I failed, must be repeated.
3. Students (grades 10-12) failing a course can take another course as a make-up.
4. Some of the Physical Education activities will be combined into a group (for example, Archery, Softball)
5. In most cases, Physical Education activities will be seasonal.
6. Some courses or activities may be offered more than one year.

Science
Quin Electives

Nutrition

Men and Women of
Science

Chemicals

Time

Might

Pollution

Unified Science Each Block - 45 days All Blocks Elective

Water

Sky

Machines

Human Body

Animals

Plants

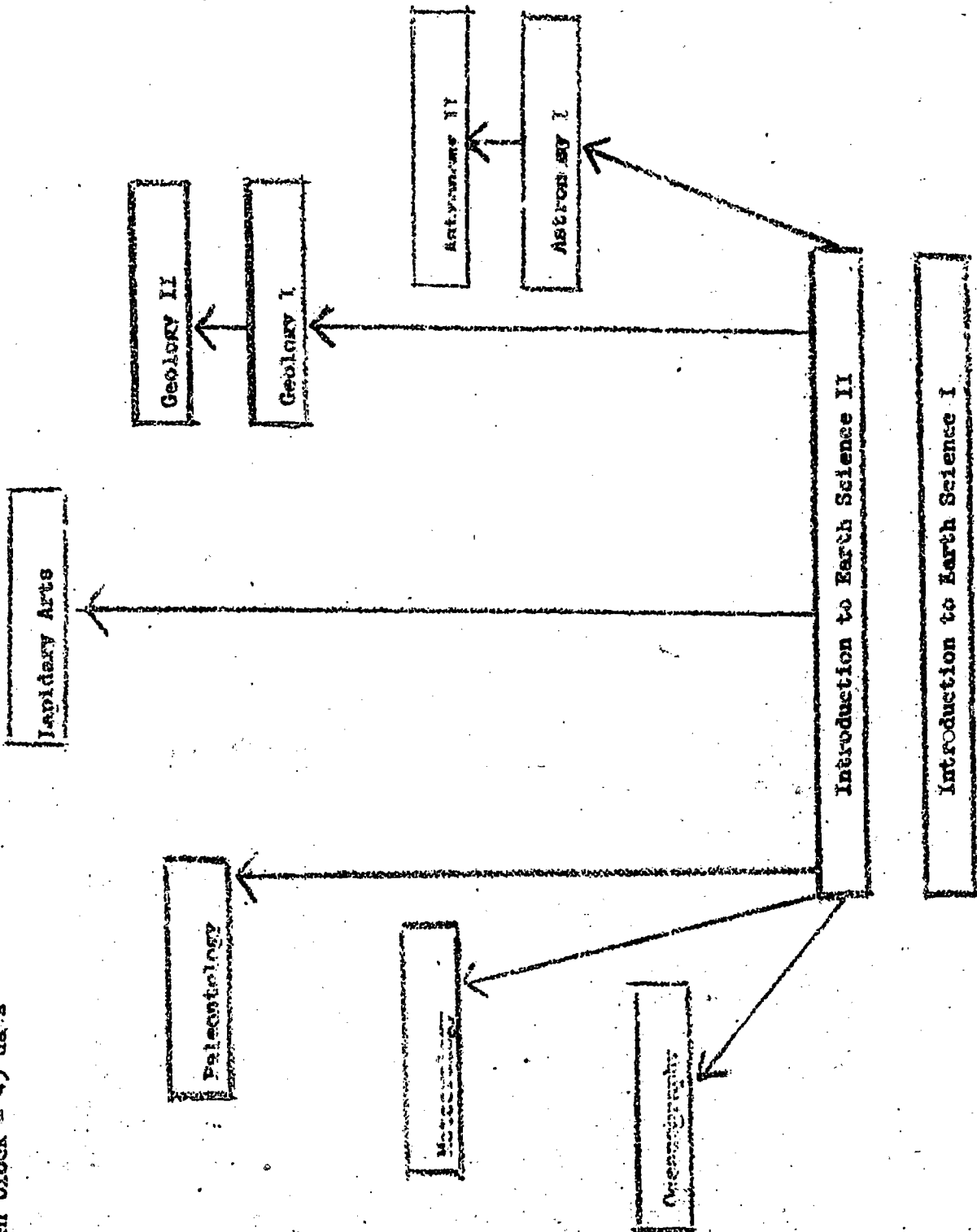
Rocks

Weather

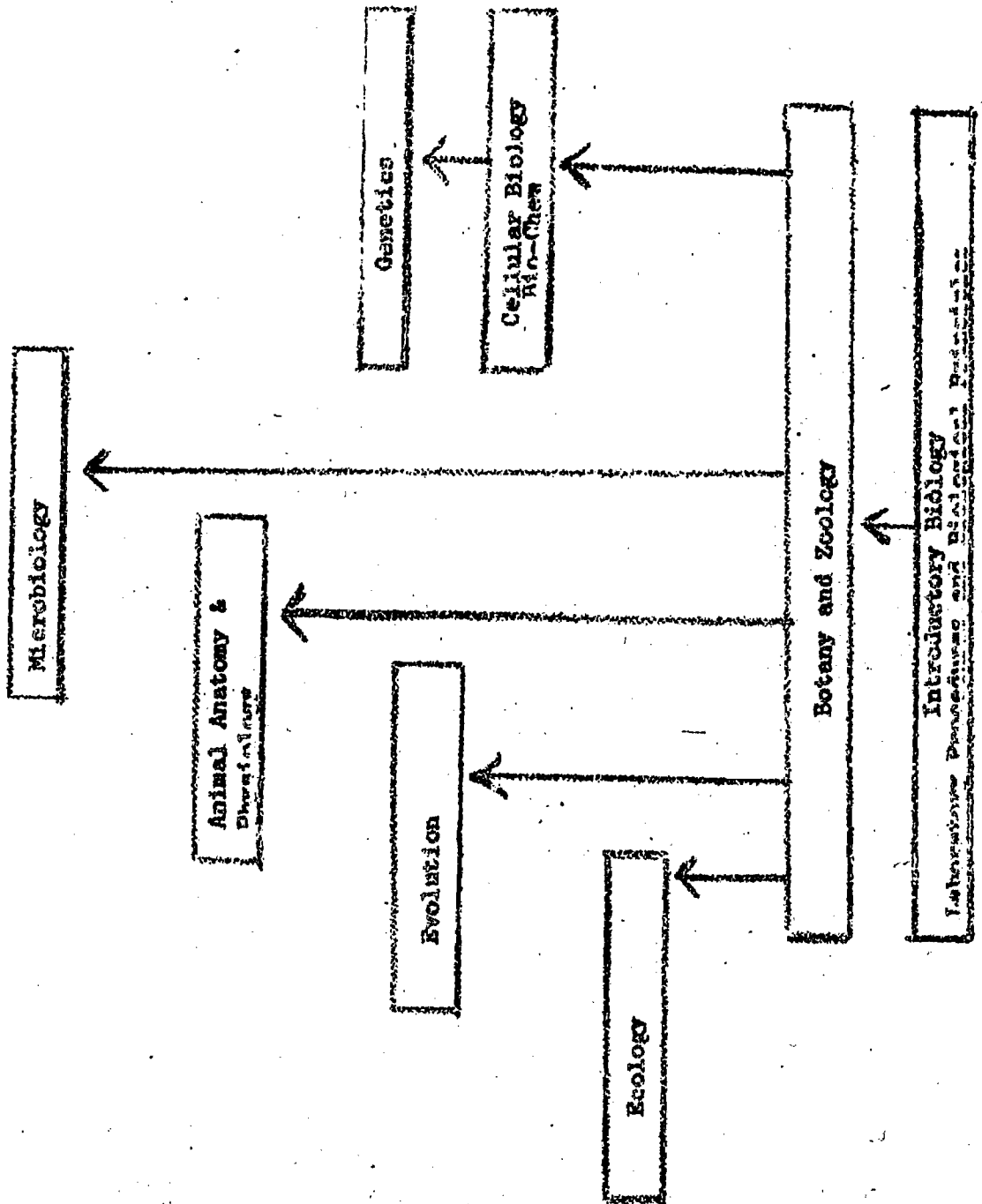
Maps

Field of Earth Science

Block - 45 days



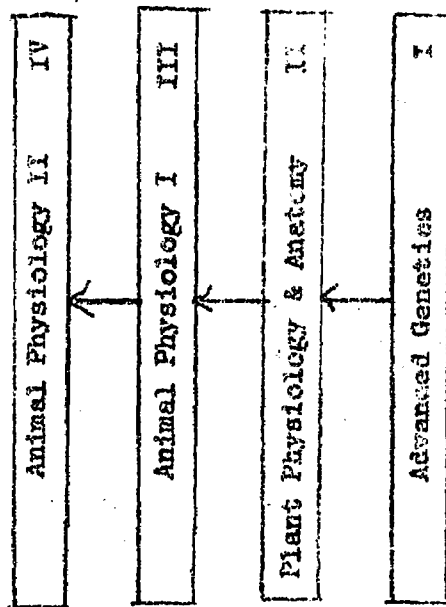
Field of Biology



45 days each block.

ence (cont.)

ADVANCED BIOLOGY - SENIOR YEAR



Minimum 4 quins (including basic) C.P. Biology.
 Minimum 4 quins (including basic) C.P. Chemistry.

Either (4 quins, including basic) Physics

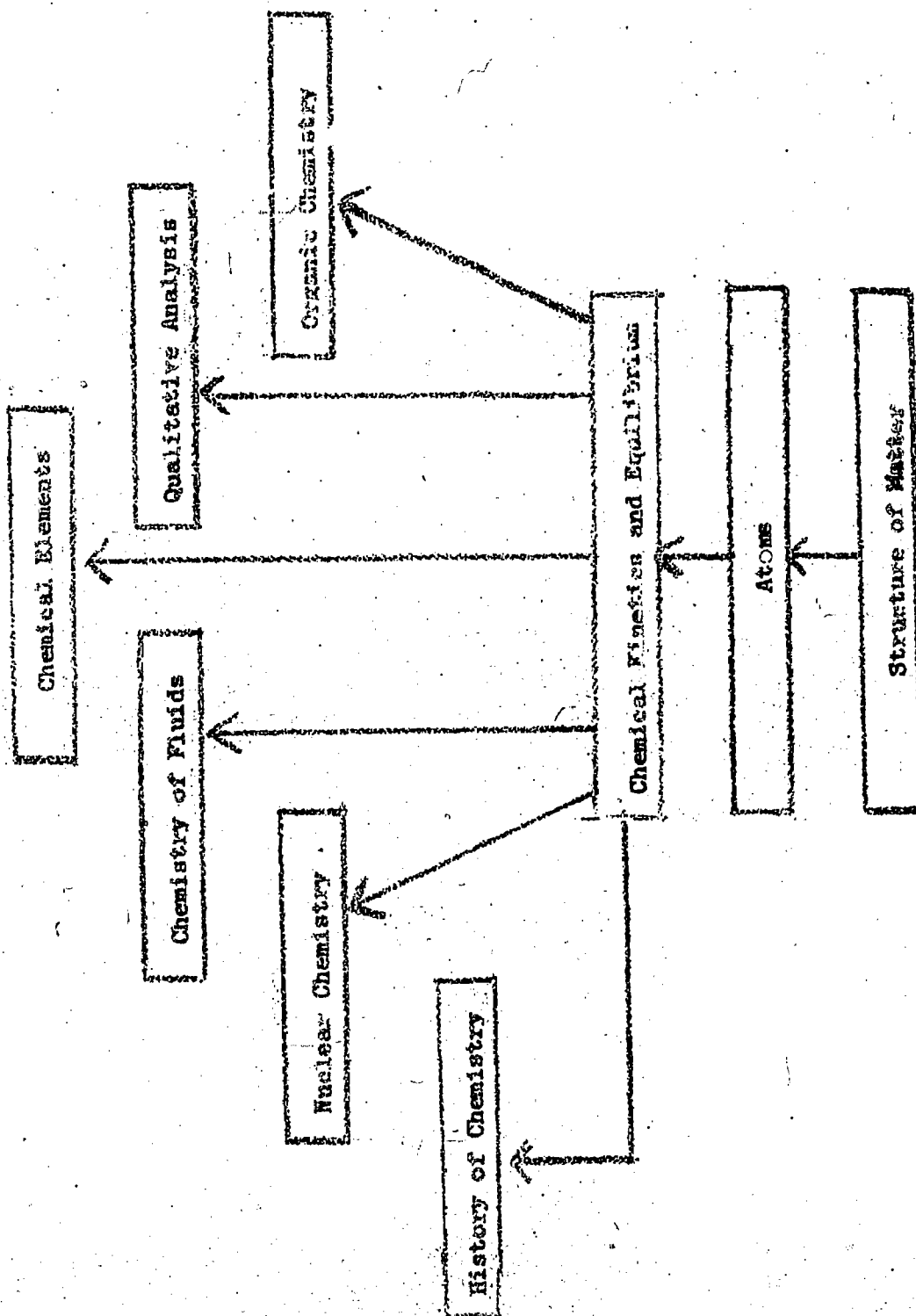
or

An additional 4 quins of Biology and Chemistry
 could be 2 plus 2 of each.

Specific quins required will be designated
 by Science Department.

Field of Chemistry

Each Block - 45 days.



ADVANCED CHEMISTRY - SENIOR YEAR

17-F

Electrochemistry & Nuclear Chemistry	IV
Chemical & Ionic Equilibrium - Solutions & Reactions	III
Oxidation - Reduction	II
Atomic & Molecular Weights and Chemical Equations	I

Minimum of 4 quins (including basic) C.P. Biology
 Maximum of 4 quins (including basic) C.P. Chemistry

Either (4 quins of Physics, including basic)

or

Additional 2 quins of Chemistry plus 2 Biology

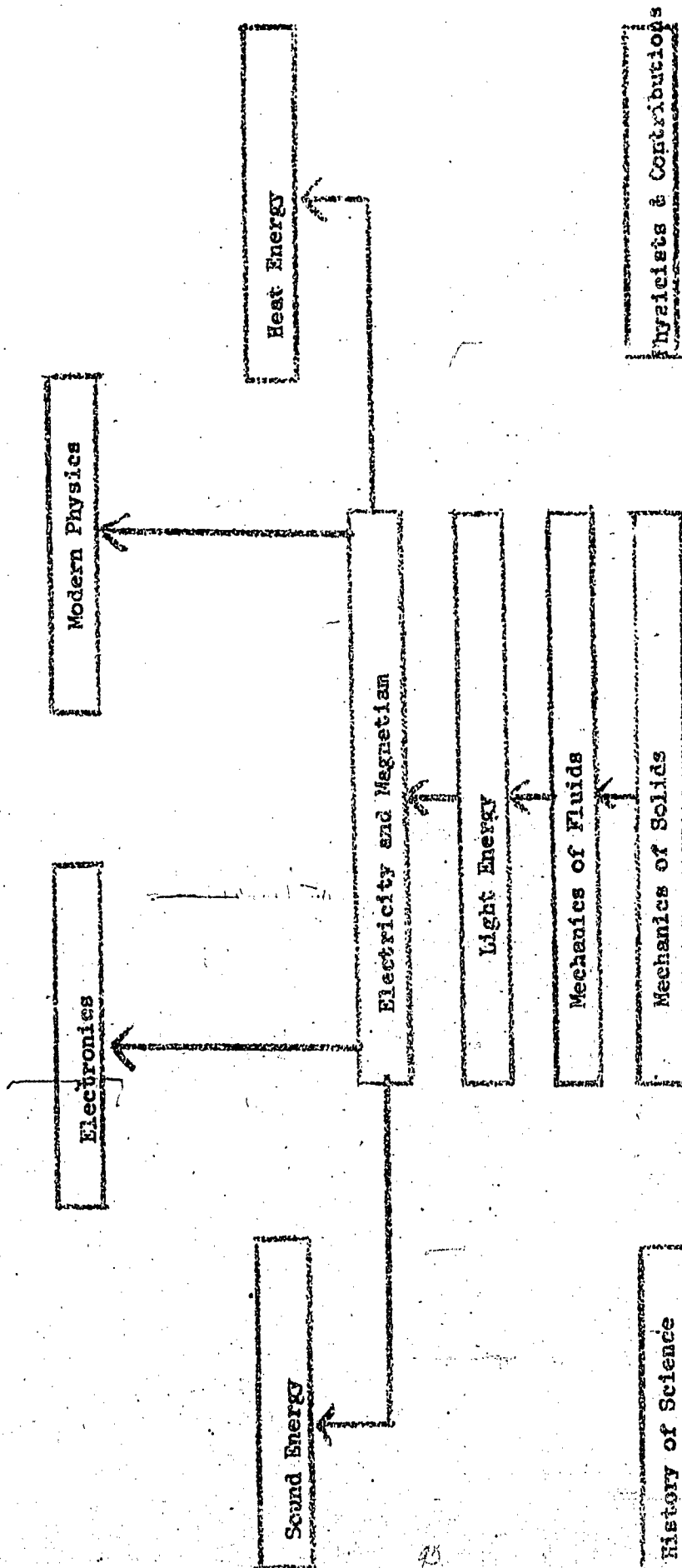
or

3 quins of Chemistry plus 1 Biology

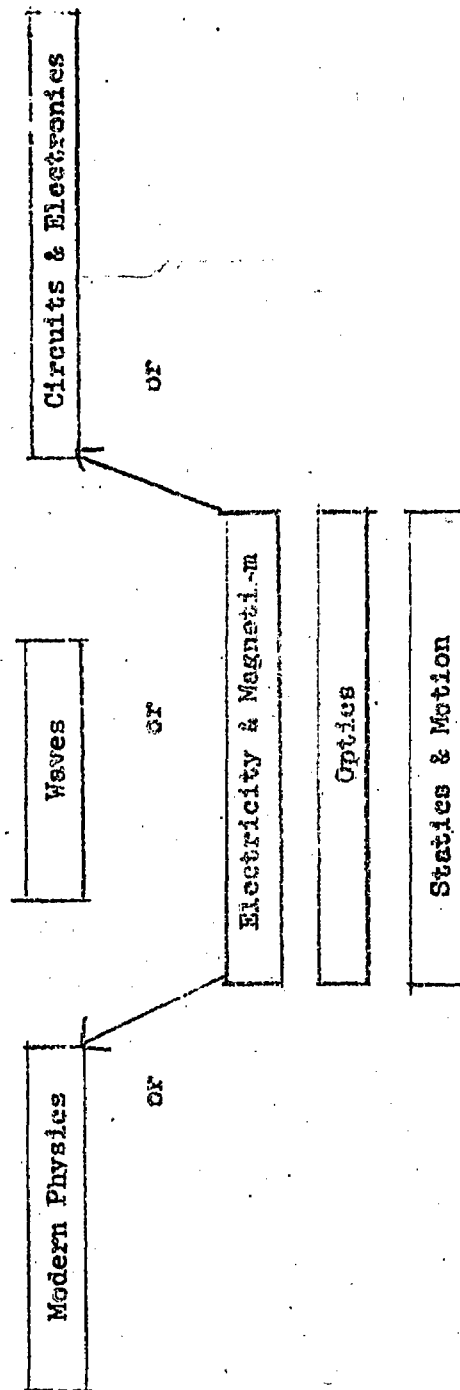
Specific quins required will be designated by
 Science Department.

Field of Physics

Each Block - 45 days



ADVANCED PHYSICS - SENIOR YEAR



Minimum of 4 Biology, 4 Chemistry & 4 Physics (including basic).
 Any 4 quins will not do. Department will designate required quins.
 Legality - we can set up standards. This is not the regular offering.
 Senior means completed 12 quins.

Specific quins required will be designated by Science Department.

SOCIAL STUDIES

United States History I

- A. The Industrial Revolution Creates a New World Power - 1880-1920
- B. The Technological Revolution Creates a New American Culture and Politics - 1880-1939
- C. The World Wars Create a New World - 1914-1949
- D. The Hopes of the Future? 1945 to Present

United States History II - Units now being taught

- 1. The Immigrant in U.S. History
- 2. Black Experience
- 3. Youth and the Law
- 4. World Communism
- 5. The Politics of Ecology
- 6. The American Indian Experience
- 7. The History of Violence in the United States
- 8. The Nature of Prejudice
- 9. The Plight of the Cities
- 10. The Impact of War on the United States
- 11. The History of American Foreign Policy
- 12. The Study of American Values Throughout History
- 13. The American Political Genius - Great American Thinkers
- 14. Practical Economics
- 15. The Rise of Labor Unions

World History

- A. How Foreign Policy is Made
- B. United States and East Asia
- C. United States and the Middle East and North Africa
- D. United States and Black Africa
- E. United States and Latin America
- F. United States and Europe

Black Experience

- A. Contemporary Black Problems
- B. Black Heritage - Early African Roots Through Slavery
- C. Advent of the Industrial Revolution - 1850-1920
- D. Recent Black History - 1920-1945

Political Science

- A. Political Philosophy
- B. The American Political Experience

Psychology

- A. Theories in Psychology
- B. Applied Psychology

Social Studies (cont.)

Economics

- A. A History of Economics
- B. Applied Economics

Survey of the Social Sciences

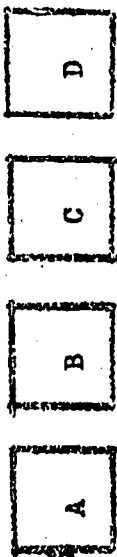
- A. Vocabulary and Concepts of Philosophy
- B. Vocabulary and Concepts of Sociology
- C. Vocabulary and Concepts of Economics
- D. Vocabulary and Concepts of Anthropology
- E. Vocabulary and Concepts of Archaeology

Practical Survey of Social Sciences

- A. Psychology and You
- B. Practical Economics
- C. Sociology and Your Groups
- D. Civics and/or P.O.D.

Grade 11

U.S. History II



Required, any order, gaps allowed
U.S. I prerequisite, may double up.

Grades 11 & 12

World History

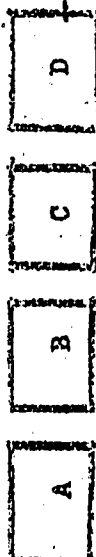


Single units, gaps allowed

Any order, may double up

U.S. I prerequisite

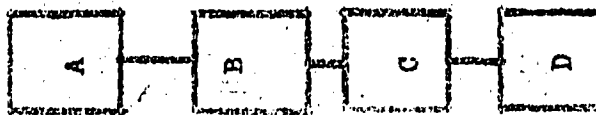
Black Experience



Same as World History

Grade 10

U.S. Hist. I



Required

No Gaps

No doubling

up for failures

Chronological

No electives

Homogeneous

grouping.

Grade 12

U.S. I prerequisite may be taken singly

any order, A is equivalent to Survey - C.P.

Same as Political Science

U.S. I prerequisite - A may be taken singly.

A prerequisite for B - A not equivalent or survey - C.P.

May be taken singly, any order, college prep

U.S. I prerequisite

Same as Survey but non college prep.

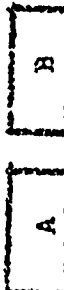
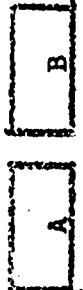
Political Science

Psychology

Economics

Survey of Social Sciences

Practical Survey of S.S.



FACULTY AND STAFF COMMITTEE

Members

Department

Patricia Donohoe
Chairman

English

Margaret Aussicker

Home Economics

Sheila Bascetta

English

Mary Jo Briscione

English

Bonnie Crotty

Physical Education

Lesley Grove

Science

Dominick Soriano

SAC, Instrumental Music

A. Problem: To survey, analyze and report on the reaction of the faculty to V.Q. E.S.Y.

B. Methods Used in Studying the Problem:

1. A written questionnaire (see page 19 D-F).
2. A verbal survey: After the recommendations had been finalized, the committee voted to take a general survey of the faculty on the following question: Would you favor a 180 day calendar divided into four quarters with a total elective program?
3. Discussion: Items in the survey were discussed and conclusions drawn. Most of this concerned the write-in questionnaire items on strengths and weaknesses of E.S.Y. and general comments made (#19, #20, #21).

C. Problems with the Questionnaire:

1. Because of deadline commitments, the questionnaire was distributed before many faculty members were fully acquainted with V.Q. E.S.Y. Because of the same lack of familiarity, one of the questions (#15) was confusing and had to be discarded in making recommendations.
2. Both questions #7 and #8 and their respective results indicate this lack of knowledge and the faculty's need to know more about V.Q. E.S.Y.
3. Because of the results of the above two questions, the committee utilized the results of questions #19, #20 and #21. Responses here were given greater strength in analysis because they were write-in rather than check-off items. Many of the comments were verbalized fears expressed mainly because of a lack of knowledge. These were referred to the proper committee (See items listed below). It should be noted that since the faculty would have a final vote on the entire report, it was decided that a second questionnaire was unnecessary at this time.
4. Items expressed by faculty and referred to appropriate committees:

To Budget and Facilities Committee:

- (1) When and how much money will be available for building renovation, e.g. labs, work areas, screening rooms?
- (2) Will the building be air conditioned?

To Administration Committee:

- (1) Will students have complete choice of vacation time?
- (2) How will the problem of early graduation be handled?

To Extra Curricular Committee:

Must students be in school the quarter that they are involved in athletics or band.

To Curriculum Committee:

- (1) In actuality, who will determine students' schedules, students or parents? (Is the student locked in by parents' vacation plans, etc.?)
- (2) Are all students capable of choosing an elective program which will prepare them to meet their future needs?

To Community Committee:

Will V.Q. E.S.Y. interfere with prime periods of employment?

To Long Branch Education Association Liaison Committee:

- (1) How will E.S.Y. affect class load?
- (2) How will E.S.Y. affect number of preparations required by teacher?
- (3) Who will determine teachers' vacation schedules?
- (4) Will E.S.Y. conflict with parental responsibilities of teachers?
- (5) Will "open electives" affect tenure of teachers?
- (6) When and how much money and time will be available for teachers to prepare curriculum revision?
- (7) Will summer pay scale be adjusted to meet recommendations of Faculty Committee?
- (8) In light of increased burden of preparation, should building assignments be abolished?

D. Conclusions and Recommendations:

1. Based on both written and verbal questionnaire and general discussion, the Faculty and Staff Committee makes the following recommendation:
 - a. The school adopt V.Q. E.S.Y. with the summer quin as the only mandatory vacation term. This summer term shall be non-tuition with courses for credit, make-up and/or enrichment.
 - b. Teachers' salaries for the summer session should be based on their yearly (10 month) salary.
 - c. The faculty should have a voice in specific implementation of the above.
2. The conclusions are justified for the following reasons:
 - a. With the exception of the use of facilities and voluntary vacations, all the strengths of V.Q. E.S.Y. will be met with the E.S.Y. optional summer quin (#19 on sheet).
 - b. Student employment and summer activities would pose no problem with the E.S.Y. optional summer quin (#20 on questionnaire).
 - c. Some faculty members desire year-round employment. This would satisfy that need by offering additional employment (#19 on questionnaire).

- d. Most teachers wish the summer off (#3 and #16 on questionnaire).
- e. Because of the many questions and problems raised by a V.Q. E.S.Y. commitment, the committee felt that taking the above step would lessen the problems yet provide new and challenging ways to meet the changing needs of today's students (#20 and 23 on questionnaires).

LONG BRANCH HIGH SCHOOL
Long Branch, N.J. 07740

TEACHER SURVEY - E.S.Y. STUDY

Based on:

88 faculty and adminis-
trators surveyed
88 faculty and adminis-
trators responses

1. How many years have you been employed in Long Branch? Date of Survey:
(0-1) 20.4% (1-2) 9% (2-5) 15.6% February 9, 1973
(5 or more) 55%
2. What level do you teach?
(J.H.) _____ (H.S.) 100%
3. If given a choice, what season of the year would you select for vacation?
(Fall) 10% (Winter) 10% (Spring) 8% (Summer) 72%
4. Do you think better use could be made of our school building if we have
classes in them all year round?
(Yes) 71% (No) 29%
5. What activity do you normally engage in during the summer? (More than one
area was checked.)
(Work) 51% (Professional Studies) 30% (Other) 52%
6. Do you expect to be teaching in the Long Branch system three years from now?
(Yes) 71% (No) 29%
7. How much do you know about the Year-Round School?
(Much) 11% (Some) 61% (Little) 28%
8. Would you like to know more about the Year-Round School Concept?
(Yes) 72% (No) 28%
9. Would you be willing to attend after school sessions to learn more about the
Year-Round School?
(Yes) 45% (No) 55%
10. Would you favor the Year-Round Concept if it improved the quality of education
even if it meant teaching at a time other than when you wanted to?
(Yes) 71% (No) 29%
11. Would you favor the Year-Round Concept if it saved money for the District?
(Yes) 70% (No) 30%

12. Would you favor the Long Branch Public Schools starting a Year-Round School program in the fall of 1974?
- (Yes) 49% (No) 51%
13. Would you be willing to participate in paid in-service summer sessions prior to the start of the Year-Round School?
- (Yes) 68% (No) 32%
14. Do you think it's important that your vacation be at the same time as your own children?
- (Yes) 72.5% (No) 27.5%
15. How many quarters would you be willing to teach in the Year-Round School?
- (1st choice) 5 (9.5%) (2nd choice) 4 (45%) (3rd choice) 3 (43.5%)
16. If the Year-Round School operated on four quarters, what quarter(s) would you like for vacation?
- (Fall) 12% (Winter) 10% (Spring) 13% (Summer) 65%
17. If Long Branch were to go to the Year-Round School, would you seek employment elsewhere?
- (Yes) 17% (No) 83%
18. Would you oppose the district converting to the Year-Round School if the taxpayers approved it being done?
- (Yes) 25% (No) 75%
19. Major strengths of E.S.Y. (please comment).
- | | |
|-------------------------------------|--------------|
| a. Expanded use of facilities | <u>21%</u> |
| b. Variety of courses | <u>26%</u> |
| c. Teachers employed all year | <u>14.5%</u> |
| d. Early graduation | <u>8.3%</u> |
| e. Students can carry more subjects | <u>8%</u> |
| f. Other Comments (below 5%) | |
| reduction of class size | |
| expansion of curriculum | |
| recycling | |
| suit students' needs | |
| improved attendance | |
| improved make-up work | |
| better grading system | |
| better quality education | |

20. Major weaknesses of E.S.Y. (please comment).

a. Need for air conditioning	<u>39.5%</u>
b. L.B. is a resort area - student employment summer activities.	<u>31.5%</u>
c. Forced vacations for teachers	<u>12.5%</u>
d. Effect on athletics and extra curricular	<u>11.5%</u>
e. Scheduling	<u>10%</u>
f. Need for increased understanding of community and teachers	<u>21.5%</u>
g. General areas: (below 5%)	

- (1) Teachers - effect on class load
family conflict
time and money to prepare
pay scale
building assignments
need for free summer
- (2) Students - forced vacations
extra curricular
educational and social problem
problem of early graduation
- (3) Ability of community to pay

21. General Comments

a. Many of the general comments reflected those made under questions 19 and 20:

- (1) need for community orientation.
- (2) need for air conditioning.
- (3) summer employment for students
- (4) pay scale (same as year round)
- (5) coaches vacation
- (6) danger of speeding students through school.

b. New ideas presented:

- (1) recommendation to begin with quartering rather than V.Q.
- (2) facilities are adequate: why do they need to be expanded.
- (3) what affect would the other schools in the area on a traditional year have on Long Branch students.

GUIDANCE COMMITTEE

Members

Betty Polhemus
Chairman

Theodora Apostolacus

Keith James

James Smith

Department

SAC, Business Education

SAC, Guidance

Industrial Arts

English

A. Description of the Problem Studied:

The work of this committee was to investigate the problems and changes that the extended school year of five quimesters would incur in the Guidance services offered by Long Branch High School. It was our purpose to make recommendations in those areas of Guidance wherein we felt we could foresee a solution to particular problems as well as noting the areas wherein no solutions were forthcoming.

B. Methods Used in Studying the Problem:

1. Reports from other school districts were read and discussed:

Northville, Michigan
 Freeland, Michigan
 Port Huron, Michigan
 Detroit Lakes, Minnesota
 Cincinnati Public Schools

2. Publications were read and discussed:

Croft Leadership Action Folio, No. 11
 NASSP Bulletin, February, 1973

3. A survey of representative colleges was made regarding the impact of a quinmester offering on college admission.
4. Informal questioning and conversation with staff members was conducted.

C. Problems Studied and Recommendations

1. SCHEDULING

Question: How often during the year should pupils' schedules be prepared?
 Once a year? Twice a year? For each quin (five times a year)?

Discussion: The scheduling of pupils five times a year would be consistent with the alleged advantages of E.S.Y.; i.e., flexibility of choice. The problems involved with failures and changes in pupils goals must be handled immediately at the end of each quin. However, if this method is used, the time of the counselors will be devoted almost exclusively to helping the pupils choose their electives; their work would be interminable. No sooner would one quin be started than the time would come for registering the choices for the next one. A scheduling technician would have to be employed to relieve the counselors. If the once-a-year plan is used, more counselor time could be devoted to problems other than electives and an overall picture of teacher assignments and stations would be available for the entire year.

Recommendation: The committee recommends that scheduling be done once for the entire year. We feel that the majority of students can be scheduled in this manner; and where the need arises, individual scheduling can be done. After more experience has been gained with E.S.Y., scheduling could branch out to two times a year; and possibly at some point in the future with further experience, we may be able to advance to five times a year.

2. COURSE PRIORITY

Question: What happens if a course is oversubscribed?

Discussion: In courses such as Metal Shop or Typewriting, the enrollment is restricted by the number of available work stations provided. Which pupils will be chosen to be placed in such classes if there are 25 stations and 30 pupils who have elected the course?

General interest and enrichment courses should be provided for those who are not majors in a particular field and hence are not entitled to priority in that field.

Recommendation: The pupils who wish to major in these areas should be placed first. Those with a peripheral interest in these areas would have to take the special course provided or wait for another year, hoping that there would be room in the major course.

3. COUNSELOR-PUPIL RELATIONSHIP

Question: What will be the impact of E.S.Y. on the counselor-pupil relationship? Will the counselors be as readily accessible as in the traditional school?

Discussion: If the scheduling recommendations made in Item 1 are implemented, the counselors should be just as accessible as they are now in the traditional system.

There is one disadvantage, however. Because of the optional vacation periods, a "pony express" system would result wherein the rider (the counselor) is changed but not the pony (pupil). A substitute counselor would have to cover for the counselor on vacation at any given time. The same impersonality that threatens the teacher-pupil relationship under the E.S.Y. system would be inherent in the counselor-pupil relationship.

Recommendations: This is a disadvantage with which we must work. To help alleviate this problem, however, it is recommended that teachers be urged to secure dual certification in guidance as well as in their subject matter areas. They would thereby be qualified to serve as counselors and/or to help in teaching the course proposed in Section 13 of this report.

4. RECORD SYSTEMS

Question: What forms would have to undergo extensive change?

Discussion: The elective blank would have to be changed to carry all of the course offerings.

The PRC would have to be redesigned. The committee studied a form that was blocked off according to subject areas instead of a block for each year, and it became obvious that the type of computer label now used could not be used on this type of record.

Recommendation: The extensive changes that would be necessitated in the records system would best be studied and decided upon by those persons who will be actively involved in using them--the Guidance personnel. Whatever the new design, however, it must be compatible with the computer reporting capability and the multiplicity of courses taken by the pupils.

5. TRANSFER STUDENTS

Question: Will there be a point at which the student will not be acceptable in a quin and must wait until the next one begins? Will we experience a problem in placing pupils who transfer from a traditional high school?

Discussion: The committee considered two types of courses offered in E.S.Y.: the traditional sequence courses and those composed solely of separate non-sequential quins.

Recommendations: If a department offers a traditional course track (sequential quins), a transfer pupil could be placed in the quin commensurate with his achievement level. This would be a decided advantage over our present system. In the skill subjects, for example, the transferee could be given a placement test upon admission to our school. (Greater responsibility would be placed on the classroom teacher in determining placement.)

The offerings of a non-sequential nature would be so numerous and of appeal to such a wide range of interests that we see no greater problem in placing new entrants into these types of programs. However, if problems do arise, it may be necessary for a new entrant to operate on a reduced schedule until the end of the quin.

Caution: New entrant interviews would have to become a more sophisticated procedure to determine what has been already taken in previous schools.

6. CREDITS

Question: What will be the impact on E.S.Y. on the assignment of credits? What would be the minimum number of courses or credits taken per quin? How will the grade status of a pupil be determined?

Discussion: The committee feels that credits would pose no problem with a "straight-through" pupil--one who passes or fails a quin. They do foresee a problem arising if a grade of D would be earned, and the pupil would wish to be recycled in that same course. Would both the original quin grade and the recycled quin grade be counted for credit?

The minimum number of courses or credits taken per quin would have to be determined by the administrative staff.

It is the understanding of the Committee that grade level designation is necessary for State Department reports, and therefore, must be maintained. Under the traditional system, the grade status usually is determined by the number of credits accumulated toward graduation--a prescribed number of credits taken per year. When the total number of graduation credits is decided, this number would be divided into thirds, one third to be completed in each of the three years in the senior high school.

To eliminate as many stumblingblocks as possible to the process of determining grade status of pupils, all departments could be urged to reconstruct their subjects so that as many as possible be offered as separate nonsequential quins in order that grade level becomes of little consequence.

Recommendation: These issues must be decided by the administrative staff.

7. CLASS RANK

Question: How and when would class rank be determined?

Discussion: Class rank could be calculated as it is now. The only change would be that the divisor would be a higher number because a greater number of courses will have been taken by each pupil. The committee feels that class rank should be computed at approximately the same time of the year as it is now (June and January). There would be no disadvantage to the pupils; in fact, it might present a more equitable scatter of grades than can be obtained under the present system.

Recommendation: The present system should be maintained.

8. PUPIL PLANNING

Question: How does the segmentation of courses affect long-range planning?

Discussion: The pupils' long-range planning need not be any different from the way that it is now. A pupil still needs to plan his courses for college entrance, job placement, etc.

Recommendation: Continue with the long-range planning that now is being done.

9. HOME INSTRUCTION OR INTERIM

Question: What is the impact of E.S.Y. on these programs?

Discussion: The number of courses that would of necessity have to be provided would be greatly increased; the home instructor would have a more difficult job in handling more books, more courses of study, etc.

Recommendation: This is a disadvantage with which we must work. However, under the E.S.Y., there could be a possible advantage: if a pupil who is over 16 years of age becomes ill during any quin, rather than receive home instruction in a non-sequential quin offering, he could drop the subject for that quin, and upon the termination of his illness and his subsequent return to school he could either retake that quin subject or substitute another quin subject. In sequential quin courses he could take a trailer course if one is offered. This would eliminate the problem of his trying to keep up to date with the classwork through home instruction.

10. COURSE CHANGES

Question: Would a pupil be permitted to change a quin course after the class has begun?

Discussion: The committee feels that the students must be encouraged and trained to abide by their decisions once made. There will be ample opportunity for flexibility of choice due to the inherent nature of E.S.Y. without allowing changes within each quin.

Recommendation: Other than dropping the course, no course changes would be permitted within the quin because of the relatively short duration of a quin. A stringently monitored policy toward dropping should be adopted. A pupil who drops a course must go into a study hall. He should receive a "W-no credit" for the dropped course.

11. STAFFING

Question: Will the staff of the Guidance Department have to be increased?

Discussion: In view of the foregoing explorations, it is apparent that there will be increased clerical work and increasing demands on the counselors due to the multiplicity of courses, more complicated records, more intricate figuring, vacation periods, etc.

Recommendations: The minimal addition of one clerk, two counselors and perhaps one scheduling technician.

12. COLLEGE ENTRANCE

Question: Will our graduates' entrance into college in any way be affected by the fact that they have graduated from an E.S.Y. program?

Discussion: The Committee recommended that several colleges be contacted by the Guidance Director to pose this question to them. Miss Apostolacus telephoned the Admissions Directors of Monmouth College, West Long Branch, N.J. Lebanon Valley College, Annville, Pa. Drew University, Madison, N.J.

The response from these Directors in each case was that having graduated from an E.S.Y. program in high school would pose no problems whatsoever with college entrance. The only qualification mentioned was that the college would need a more detailed and explanatory interpretation of the high school record than is necessary under the traditional system and with traditional records.

Recommendations: Neither the multiplicity of courses nor the nonsequential nature of courses taken in high school will adversely affect college entrance.

13. GUIDANCE COURSE

The Guidance Department should offer a quinmester course in college and vocational guidance. Included in this course could be such topics as studying college catalogs, preparation for college entrance examinations, orientation to college life, studying of vocations, etc. This suggestion was referred to the Curriculum Committee for consideration and inclusion in their recommendations.

D. Unresolved Issues

1. A system of "counselee-sharing" to provide continuous counseling while some counselors are on vacation.
2. The redesign of the PRC.
3. The grading system to be used in recycling.

E. Summary

In study conferences, which we attempted to make as searching and realistic as possible, the committee tried to get some idea of how a Guidance Department would function in a quinmester program (a year-round program of five 45-day quins).

The results of our study, briefly, are these: In several areas we feel that the guidance services would not be affected appreciably by the change from the traditional school year to the E.S.Y. In others, however, we feel that there will be problems difficult to solve. We have attempted to present recommendations, but it must be borne in mind that we are only theorizing. We must anticipate and particularize problems without having experienced the situations that generate these problems. (By contrast, in the traditional school year, Guidance has a large body of empirical knowledge which it can use directly or extrapolate from.

F. Recommendation

The Committee does not recommend an implementation of the E.S.Y. of five quinquesters at the present time because of the problems presented by the unresolved issues and, perchance, by some of the other questions to which we think we have presented solutions.

We recommend that we first institute a four quarter system (four 45-day quarters within the 180-day school year), with expanded enrichment offerings during a summer school session. We can, thereby, discover the advantages, and we can experience the problems inherent in the quadmester system while at the same time judging the interest in and the demand for a summer session.

JUNIOR HIGH SCHOOL & ELEMENTARY
COMMITTEE

Members

Evelyn Freestone
Chairman

Rachel Gardner

Betty Mayberry

Barbara Sarian

Thomas Simmons

Richard Trocchia

Department

English

Foreign Language

SAC, Home Economics

Foreign Language

Guidance

English

A. Problem Studied:

1. What problems can be foreseen in student transition from a traditional system to the extended school year?
2. What are the reactions of junior high and elementary school faculty to the extended school year?

B. Methods Used in Study:

1. Three different questionnaires were used, one for administrators and department chairmen of both the junior and senior high schools (Pg. 21-D & E) one for the members of the guidance department in both junior and senior high schools (Pg. 21-F) and a general reaction survey for administrators and supervisors of the elementary schools and the faculty of the junior high school (Pg. 21-G & H). Responses to objective questions are indicated on the copies of the questionnaires. All comments made in answer to other questions were collated and referred to committees to which they pertained. Items pertaining to this committee were analyzed and conclusions reached on the basis of answers received from the questionnaires.
2. Reports from other school districts were read and discussed.

Ocean Township, N.J.
Northville, Michigan

C. Questions and Specific Problems the E.S.Y. Raised and the Solutions Proposed By This Committee:

1. What are the potential problems regarding articulation with junior high school and elementary schools?
 - a. The main problem will be orientation. This will have to be extensive and thorough because of students coming from the traditional system into a new system of E.S.Y.
 - b. Guidance will have to shoulder a heavier job in this area.
2. Will junior high school faculty be eligible to work during the summer quin at the high school? What is their priority?
 - a. Thirty-nine junior high school responses indicated nineteen in favor of summer employment on the fifth quin and ten opposed to that employment.
 - b. Based on the fact that the senior high school faculty would be involved in the E.S.Y., it is this committee's opinion that the junior high faculty would have a secondary priority status regarding employment.

3. Will staggered vacations cause hardship when other children in a family are in a traditional school year?

Staggered vacations within a family could cause attendance problems for the junior high and elementary students if the students elected a vacation quin other than the summer.

4. Will senior high students who are on vacation create a problem in elementary schools and the junior high school which would be in session?
 - a. Yes. Recreational facilities for high school students on quin vacations would overlap with junior high and elementary instruction, particularly when it involves local school playgrounds.
 - b. Friends visiting when not in school was also felt to be a problem.

D. Unresolved Issues:

1. Interest reflects experiences. Would course selection based on interest reflect a haphazard selection since the choices can at best only reflect the limited experience of a thirteen year old?
2. Will the quality of education be changed in the conversion to the Year Round School system?

E. Summary:

Fifteen administrators and department chairmen, 10 guidance counselors, and 39 faculty members responded to the questionnaires out of a possible 125 returns or approximately 50%. This committee feels that failure of some to respond may have been caused by a lack of knowledge about the E.S.Y. but that the response received represents a cross section of school personnel and is a valid sampling of the reaction of the schools surveyed.

The reaction to the E.S.Y. was generally a negative one. The questions and problems raised were many and varied. Here again, lack of knowledge about the E.S.Y. may have contributed to the type of reaction received.

F. Recommendations:

From the results of this study, the committee feels that the junior high school and elementary schools are disinterested in the E.S.Y. at this time. However, from comments and suggestions made, it appears that they are interested in many of the advantages of an extended school year. A four quarter system with expanded enrichment and remedial offerings during the summer session would seem to meet the suggestions made regarding educational and employment opportunities. Therefore, based on information obtained from the questionnaires and discussion of same, the committee recommends:

1. That the senior high school remain on a 180-day school year for both faculty and students.

2. That a free, optional enrichment and remedial program be established during the summer months.
3. That a quartering system be further investigated.
4. That the salaries paid on the summer program be prorated on that teacher's regular salary base.

The Senior High School is studying all the implications of an extended school year plan for possible implementation in the senior high school only.

Attached is a definition of the optional five term program for clarification purposes.

Please comment as an administrator or SAC on any problems you can foresee in student transition from a traditional set-up to the extended school year or any problems pertinent to your particular job.

Suggested areas for thought:

Curriculum Changes, Teacher Evaluation and Assistance, Equipment Use & Repair, Textbooks, Extracurricular Activities, Eleven Month Employment.

Please return to the senior high school mailbox in the junior high school by February 9 and thanks for your help and interest.

Bette L. Mayberry

VOLUNTARY QUINMESTER - EXTENDED SCHOOL YEAR

"Generally, the optional five term program does two things. First, it restructures the traditional 180 day school year to four 45-day terms. This permits more offerings for students each new school term. The second thing this concept does is to add an optional 45-day summer term. The student takes a regular school year and then has the option to choose a fifth summer term. At this point in his school program, the student is free to choose his school schedule on an optional year-round basis, dropping out a term other than summer if he so chooses.

"The way to start the program is to sign all students to be involved with the program into a traditional scheduled term school year running from September to June. Once a student has fulfilled his normal school year of four 45-day terms, he is free to take the optional fifth 45-day term. After he completes the fifth optional term, he is then free to drop out a subsequent term later on.

"Another real advantage of the optional five-term year-round educational concept is that the student has five opportunities to reschedule his individual program instead of the customary two, and the family, along with the student, has five choices of vacation patterns rather than the one choice given them. In addition, full utilization of buildings and other educational concepts can be developed.

"This optional year-round school program enables students and teachers to have their normal school year vacations and one to two weeks off each summer, either before or after their optional summer term. If a student decided not to attend the optional summer term, he would, in essence, be going to a traditional or restructured term school year and have regular vacation patterns."

TO: Administration and Counselors
Junior and Senior High Schools

FROM: Tom Simmons

DATE: February 7, 1973

RE: Extended School Year Study

As a counselor or an administrator:

1. Do you think there will be problems in scheduling a 9th grade student into 10th grade with the Extended School Year?

Yes 9 No 1

Please explain briefly your answer.

2. Do you feel that a possible difference in vacations will be a hardship on families with children in high school with E.S.Y. and children still in junior high?

Yes 7 No 3

3. As an administrator, are there any possible problems that may develop in the transition from a traditional to E.S.Y. program? Please explain briefly.

LONG BRANCH HIGH SCHOOL
Long Branch, N.J. 07740TEACHER SURVEY - YRS STUDY

1. How many years have you been employed in Long Branch.
(0-1) 5 (1-2) 2 (2-5) 8 (5 or more) 24
2. What level do you teach?
(J.H.) 34 (Elementary) 5
3. If given a choice, what season of the year would you select for vacation?
(Fall) 2 (Winter) 2 (Spring) 1 (Summer) 30
4. Do you think better use could be made of our school buildings if we have classes in them all year round?
(Yes) 25 (No) 11
5. What activity do you normally engage in during the summer?
(Work) 16 (Professional studies) 8 (Other) 16
6. Do you expect to be teaching in the Long Branch system three (3) years from now?
(Yes) 31 (No) 3
7. How much do you know about the Year Round School?
(Much) 2 (Some) 23 (Little) 12
8. Would you like to know more about the Year Round School Concept?
(Yes) 25 (No) 10
9. Would you be willing to attend after school sessions to learn more about the Year Round School?
(Yes) 20 (No) 17
10. Would you favor the Year-Round Concept if it improved the quality of education even if it meant teaching at a time other than when you wanted to?
(Yes) 25 (No) 12
11. Would you favor the Year Round Concept if it saved money for the District?
(Yes) 23 (No) 13
12. Would you favor the Long Branch Public Schools starting a Year Round School program in the fall of 1974?
(Yes) 17 (No) 20

13. Do you think it's important that your vacation be at the same time as your own children?

(Yes) 30 (No) 6

14. Would you oppose the District converting to the Year Round School if the taxpayers approved it being done?

(Yes) 10 (No) 24

15. What do you see as the major strength of Year Round School Concept?

16. What do you see as the major weakness of Year Round School Concept?

17. If we were to move into a Year Round School, how inclusive should our program be in the first year of operation?

K-12	8
9-12	15
6-12	4

1 Elem. Bldg.	<u>1</u>
1 J.H. Bldg.	<u>2</u>
1 Grade Level	<u>2</u>

18. If the high school goes on the year round school, what problems can you foresee in the transition from junior to senior high school?

19. If the high school goes on the year round school, would the fact that teachers in the high school have the option of year round employment and you do not bother you?

(Yes) 4 (No) 30

20. If you are certified in the secondary field, would you be willing to be employed at secondary level during the summer months?

(Yes) 19 (No) 10

- ## 21. Comments and/or Questions

22. Questionnaire completed by: Name _____
Department _____

LONG BRANCH EDUCATION ASSOCIATION LIAISON

Members

Marie Farrell
Chairman

Nicholas Morace

Joseph Sharkey

Henry Stracke

Department

Physical Education

Guidance

Social Studies

Social Studies

A. Description of the Problem the Committee Studied:

The committee's job was:

1. To study the effect of E.S.Y. on the construction of a Collective Bargaining Agreement that
 - a. Promotes quality education by employing the best certified professional personnel available.
 - b. Through a program of staff training, develops the personnel and the educational program so that each pupil in the Long Branch School District is given the best opportunity modern educational practice can offer.
2. To describe how E.S.Y. conflicts with the existing agreement.
3. To submit solutions for conflicts.
4. To project possible problems and solutions for:
 - a. Article I Recognition
 - b. " II Negotiation Procedure
 - c. " III Grievance Procedure and Schedule A Panel of Advisory Fact Finders/Mediators
 - d. " IV Teachers' Rights
 - e. " VI Association Rights
 - f. " VII School Calendar
 - g. " VIII Teacher Evaluation
 - h. " IX Sick Leaves and Personal Absences
 - i. " X Sabbatical Leaves
 - j. " XI Salaries
 - k. " XIII Schedule D Request for Approval of Graduate Credit
 - l. " XV Secondary Teacher Working Conditions
 - m. " XVI Building, Class and Subject Assignments and Contract Renewal
 - n. " XVII Notice of Employment Openings
 - o. " XVIII School Advisory Committees
 - p. " XIX Teacher Responsibility
 - p. " XX Teacher Responsibility
 - XX Duration of Agreement

B. Methods Used in Achieving Results

1. Analysis of the feasibility of E.S.Y. as related to
 - a. Student
 - b. Teacher
2. Research of the Collective Bargaining Agreement article by article.
3. Personal contact with
 - a. New Jersey Department of Education
 - b. New Jersey Education Association
 - c. New Jersey Department of Pensions

4. Proposals of solutions to conflicts with the present Collective Bargaining Agreement.

C. Specific Problems with Solutions Proposed

1. Article I RECOGNITION No change.
2. Article II NEGOTIATION PROCEDURE No change.
3. Article III GRIEVANCE PROCEDURE AND SCHEDULE A, PANEL OF
ADVISORY FACT FINDERS/MEDIATORS

Shorten the time schedule because the present time period is too long for the resolution of problems within a 45-day period.

4. Article IV TEACHER RIGHTS

All contractual rights and responsibilities between the Long Branch Education Association and the Board of Education shall, regardless of the dating of the contract, be extended into any extended school year.

5. Article VI ASSOCIATION RIGHTS No change.
6. Article VII SCHOOL CALENDAR

Sample from the Administration Committee:

Sept. 6	-	Nov. 14	Quin 1
Nov. 15	-	Jan. 30	Quin 2
Jan. 31	-	Apr. 18	Quin 3
Apr. 19	-	June 21	Quin 4
June 22	-	Aug. 26	Quin 5

If the extended school year is adopted, the negotiation of the overall calendar shall still be an association-board prerogative.

Retain holidays as they are.

Caution: Watch changing date of N.J.E.A. Convention

7. Article VIII TEACHER EVALUATION No change.
8. Article IX SICK LEAVE AND PERSONAL ABSENCES

Teach 5 quins (225 days): A teacher's accumulative sick leave shall be increased by 3 days and 1 additional day of urgent business shall be added.

Page 20, A. 1., rewrite as above.

3., same

Page 22, B. 3., add as above.

Page 21, line 34 change to 1/180.

9. Article X SABBATICAL LEAVES No change.
10. Article XI SALARIES

Individual teacher contract issue date is important.

If a teacher is working the 5th quin, his original contract is reissued to include the salary adjustment for the complete year.

A teacher who chooses to teach 5 quins (225 days) shall be paid at 45 x 1/180 of his contract salary which payroll period shall not preclude full payment in preceding quin.

SCHEDULE D No change.

11. Article XIII SECONDARY TEACHER WORKING CONDITIONS

A more profitable use of available teacher talent would be as resource personnel for new courses rather than assignment to the following: central detention, hall duty telephoning absentees, study halls, lunch duty.

Page 31 add

Extensive planning is necessary to make a new system work. Teachers need aides for typing, duplicating and producing audio-visual materials. Other schools have found that commercial materials are not available.

Page 31 insert

1. To avoid the inclusion in the curriculum of fads and passing fancies, curriculum changes shall be introduced only after a year's study by the full time staff.
2. Members of the full time staff shall participate and agree to required and elective credits for graduation.
3. No curriculum shall be adopted without consultation and agreement of the full time staff.
4. Teacher-student ratio shall remain the same as it is presently.
5. This same staff shall have the right to opt for the 5th quin depending on qualifications, certification and seniority in the course at L.B.H.S.

5. Con'd

6. All present and future staff shall be employed for 180 school days. Each individual teacher's contract shall be based on 4 quins.

7. Teachers not assigned 5 classes in any one quin shall be assigned to curriculum construction or research and evaluation.

12. Article XVI

NOTICE OF EMPLOYMENT OPENINGS

b. pg. 33. Delete line 1, summer school program.

13. Article XVII

SCHOOL ADVISORY COMMITTEES

C. Add: The Advisory Committee shall discuss and propose to the faculty solutions to the functional problems that develop in the E.S.Y. program.

14. Article XIX

TEACHER RESPONSIBILITY

No change.

15. Article XX

DURATION OF THE AGREEMENT

No change.

D. Data Gathering

1. Each member of the committee was provided with a complete bibliography of E.S.Y. research materials.

2. New Jersey Department of Education

- a. Teaching the 5th quin does not reduce the time of receiving tenure.
- b. Retirement is not advanced by teaching the 5th quin.

3. New Jersey Education Association, Herbert Starkey, Director, Research Division.

No pension problems exist in teaching the 5th quin unless a teacher reduces the number of quins he taught in the last five years before retirement.

4. New Jersey Department of Pensions

"Other Veteran Benefits Include:

- a. Veterans who were members of the Fund as of January 1, 1955 and who remain in continuous service thereafter are assured of retirement after 20 years service in New Jersey at age 60 on half pay (half of the salary on which they contributed to the fund during their last year of employment).

- b. Those employed after January 1, 1955 are entitled to half pay after 20 years service in New Jersey at age 62.
- c. Veterans who had completed 20 years service in New Jersey prior to January 1, 1955 are also granted half pay allowance in the event of ordinary disability.

NOTE: These benefits cannot be "deferred." They are only available if the veteran is an active member at or after the ages specified."

E. Unresolved Issues

1. Article XV BUILDING, CLASS AND SUBJECT ASSIGNMENTS AND CONTRACT RENEWAL
 B. pg. 32, April 30, individual contract for teacher due.
 C. Teachers should be given a specific contract for writing new courses for E.S.Y.
2. Extra time in the schedule will be needed for additional meetings: department, teacher to teacher, teacher to student, teacher to aides.
3. The thrust from E.S.Y. programs is for the expansion of the staff and courses. Pupils may shun formerly "standard courses." E.S.Y. presupposes teachers must sell "new courses." Courses and teachers popular with students will remain, courses and teachers unpopular to students are in trouble.
4. Pressure on teachers is increased for pupil performance, grades, make-up work, warning notices, teacher-made materials, because of lack of clerical help and machinery for typing, duplicating, reporting to automation. Expanded use of programmers and automation services must be immediate and effective.
5. The students and teachers have learned how to use the present system to their advantage. Innovation robs them of this talent. They would probably prefer not to change the system to their "disadvantage."

F. Summary and Conclusion

Change to E.S.Y. because:

1. The opportunity exists for a variety of vacations.
2. Teachers will be paid a professional salary for the fifth year.
3. Additional resources may be obtained through program change.
4. If competence depends less on cognitive skills, a drastic change in the present system may be more appropriate.
5. As the courses improve in quality, the change enhances the teacher's job satisfaction.

6. Teachers are not enthusiastic about coercion as a device for keeping reluctant students in school.
 7. It is more important to improve quality education within this school than to compete with educational programs in neighboring schools.
 8. Financial resources must be increased to develop new courses.
 9. The acceptance of E.S.Y. results in a client oriented and evaluated institution.
 10. "Peter Drucker made a pertinent point when he stated that in an organization of highly educated people, 'we will have to learn to organize, not a system of authority and responsibility or a system of command, but an information and decisions system--a system of judgment, knowledge and expectations.' Such people can 'only be motivated.' They must want to contribute. The supervision that we give to the manual worker simply cannot be applied effectively to people who have to contribute their knowledge, conceptional skill, imagination and judgment.
- "The conventional bureaucratic philosophy, so often practiced in our school systems of management by 'direction and control,' is inadequate in motivating today's employee whether teacher or mechanic. . . . 'Direction and control' are somewhat useless in motivating people whose important needs are of the higher social and egoistic variety, such as needs for self-esteem, recognition, independence, achievement, knowledge, status and self-fulfillment." LEARNING TO FEEL - FEELING TO LEARN, Harold C. Lyon, p. 254,5.
11. Favorable backing by the staff is essential to the success of the E.S.Y. program. Their support depends on the acceptance of a Collective Bargaining Agreement that is fair and just.

G. Recommendations

1. "Reformers should concentrate more attention on the internal workings of institutions and less on the relationship between institutions." INEQUALITY, C. Jencks, p. 250.
2. "The future has always been and always will be the universal frontier. Futurism provides the means for probing that frontier . . . including its governance, organization and administration . . . so that we can not only prepare for what lies ahead but also try to determine the shape of things to come. Futurism offers intoxicating possibilities tempered by sobering responsibilities." EDUCATIONAL FUTURISM, 1985. Walter G. Hack, Chrm., p. 127.
3. The Long Branch Education Association Liaison Committee enthusiastically endorses the acceptance of the E.S.Y. program.

PUBLIC INFORMATION

Member

Bruce Badgley
Chairman

Robert Grossman

Department

English

English

Assisted by:

John T. Crotty

John E. Dugan

Thomas P. Maggio

Wayne Stevenson

Social Studies, Guidance

Principal

Assistant Principal

Guidance

A. Description of the Problem

To make the community aware of the Voluntary Quinmester Extended School Year concept and the progress of the study.

B. Methods Used

1. News releases were designed to coincide with major developments in the research process to keep the school population and the public at large well informed of the V.Q. E.S.Y. concept and study developments. (See Appendix for specific releases.)
 - a. Trumpet (school newspaper)
 - b. Shore Record
 - c. Asbury Park Press
 - d. Red Bank Register
2. Radio Programs
 - a. The radio station of the Asbury Park Press, WJLK, presented a two hour broadcast dealing with the Long Branch High School E.S.Y. study. Participants in the program, which had a telephone-in question portion, included the high school principal, the project director, curriculum committee chairman, community committee chairman and one of the student steering committee members.
 - b. The radio station of Long Branch, WRLB, presented two 15-minute programs, A Study of a Study, which analyzed the E.S.Y. and the specific study being conducted at Long Branch Senior High School. Taped interviews with committee chairmen were integrated in the narration.
3. Information clarification sessions were conducted with various groups. An E.S.Y. presentation was developed using overhead transparencies for public and internal use (See Appendix Item A-9). This presentation was made to the:
 - a. Exchange Club
 - b. Rotary Club
 - c. Long Branch Senior High School Faculty
 - d. Student Orientation Group
 - e. Elberon Elementary School PTA and West End Elementary School PTA (combined)
 - f. Parents of 9th, 10th and 11th grade students
 - g. Afro-American Society, Concerned Parents, Sportsmens Club and Youth Activists (combined)
 - h. Broadway Elementary School PTA
 - i. Long Branch Senior High School Parents Advisory Committee.
4. Sundry questionnaires and informative fliers were distributed to the student body, faculty and citizens. This material is included in the final reports of each research team.

SPECIAL PROGRAMS COMMITTEE

Members

Robert Irvine
Chairman

Gertrude Abbitt

William Cook

William Godoski

William Harvey

Walter Koch

Charles Kroposky

Carlton Siegmund

John Wilson

Department

Science

Science

Industrial Arts

Art

Foreign Language

Industrial Arts

English

Physical Education

Mathematics

A. Problem Studied

What impact would the voluntary quinmester E.S.Y. have on those programs that operate outside the standard school schedule.

B. Methods Used in Research

1. Staff presently conducting programs were questioned.
2. Information was reported to committee and discussed.

C. Questions and Problems Raised and Solutions Proposed

What would be the effect on the following programs:

1. Summer School

Summer School would no longer exist. Its remedial courses would be an integral part of the quinmester system. Present enrichment courses could be continued (Youth Honors Chorus, Youth Honors Band, Advanced Leadership Seminar, Drama and Art). Courses previously offered but withdrawn might be reinstated (Marine Biology and Field Ecology). Physical Education requirements could be met by offering courses that lend themselves to the summer quin (swimming, surfing, tennis and golf).

Air conditioning was considered necessary for complete success of the summer quin.

2. Cooperative Industrial Education and Distributive Education

The CIE and Distributive Education programs, by their nature and concept, would lend themselves ideally to a quinmester program due to the continuity of work made possible by the summer quin.

3. Air Technology

The Air Tech program as it presently is offered would not be affected by a quinmester system.

4. Special Education

With the exception of English, history and math, special education students would elect the same as the rest of the student body.

5. Cross Age

- a. Due to the nature of this program, the students who enroll should be committed for 180 days.
- b. Summer opportunities would be available for the summer quin.

D. Unresolved Issues

The impact on the vocational school was left unsolved and must be dealt with on the superintendent's level as this school operates under a separate Board of Education.

E. Summary and Conclusions

Although most of the special programs lend themselves to the E.S.Y. concept, it was the feeling of the committee that the extended school year would not be detrimental but would offer the benefits of free tuition, open enrollment and a variety of course offerings for credit.

F. Recommendations

Since the most important of the special programs, the vocational school, could not be considered by the committee, a recommendation would be of little value.

On the basis of the other special programs, E.S.Y. is feasible.

STUDENT REACTION COMMITTEE

<u>Members</u>	<u>Department</u>
Philip Connell Chairman	Social Studies
Carol Alfano	Physical Education
Thomas Batcho	English
Lawrence Dirienzo	Social Studies
Ronald Farley	Social Studies
Morris Hulsizer	Science
William Langan	Social Studies
James McCaskill	Physical Education
Beverly Thompson	English

A. Description of the Problem Studied:

The committee sought to impart a knowledge of the E.S.Y. with all its implications to the student body, to develop a method of surveying their reaction and to summarize, analyze and report this reaction.

B. Methods Used in Achieving Results:

PROBLEM 1: To impart a knowledge of the E.S.Y. with its implications to the student body.

- a. The committee developed a series of questions and answers designed to impart a knowledge of the V.Q. E.S.Y. to the student body. The committee developed these questions and answers in the following manner: Informally, the committee members discussed the E.S.Y. with their classes and developed a preliminary list of items of student concern. The preliminary list was put into the form of questions and answers and was submitted to the Student Council. Recommendations were received, considered and modifications and clarifications were made to the series of questions and answers.
- b. Teachers in the senior English, sophomore mathematics and junior U.S. History classes were asked to select three students from each of their classes. These students were informed as a group concerning the implications of the E.S.Y. They were then charged with the responsibility of informing their classmates concerning E.S.Y. through use of the question and answer series. Each student was supplied with a copy of the series so that he could follow the discussion in class.
- c. For those classes in which the teacher determined that there was no student able to inform his classmates concerning the E.S.Y., the teacher himself performed that function.
- d. A copy of the question and answer series is on Page 25-D-E.

PROBLEM 2: To develop a method of surveying student reaction.

- a. The committee determined that the entire student body should be surveyed. Seniors were surveyed through their English classes; juniors were surveyed through their U.S. History classes; sophomores were surveyed through their math classes.
- b. An instrument to accomplish this was developed by the committee. Questions were created in three categories. The first category concerned vacations and choice of vacation quin. The second category concerned curriculum and attendance. The final category provided general information deemed of value should the E.S.Y. be adopted.

c. The survey was administered to all students following the information session described in B-1-b above. A copy of the survey is Page 25-F-B.

d. Teachers in whose classes the survey was taken were requested to add an optional question #15 which read as follows:

"If you have any comment to make regarding the Voluntary Quinquimester please make it below question #14 on the survey form."

PROBLEM 3: To summarize the results of the student survey.

a. The students in the classrooms in which the survey was taken summarized the results on tally sheets provided.

b. The committee then summarized the tally sheets.

PROBLEM 4: To analyze the results of the survey.

This was done during a committee meeting held April 3, 1973.

PROBLEM 5: To report the student reaction.

This is accomplished in Section F below:

C. Questions and Specific Problems the E.S.Y. Raised and Solutions Proposed by This Committee.

1. Do students feel it is valuable to them to be able to select their vacation?

Sixty-eight percent of the student body indicated that they valued this privilege.

2. To what degree would family restrictions prevent students from taking their vacation during the summer?

As many as half of the students might be thus restricted.

3. To what degree would families take vacations at times other than summer if students were not required to attend school then?

Twenty-nine percent of the students said their families would take vacations at times other than during the summer.

4. If told to select one quin as their vacation, how many students would still select the summer.

Seventy-eight percent of the students selected the summer as their vacation.

5. Would students find a distributive elective system such as that associated with an E.S.Y. of interest and value to them?

Sixty-four percent of the students indicated that the elective system is of interest and value to them.

6. Would students attend school during their vacation?

Thirty-eight percent of the students indicated a willingness to attend school all year. Sixty-two percent of the students indicated a willingness to attend school during a fifth quin in order to make up a failed course. Thirty-seven percent of the students indicated a willingness to take an enrichment course during their vacation.

7. Is the graduation ceremony important to the student body?

Sixty-five percent of the students said that it was important to them.

D. Results of Survey (See Pages 25-F-G)

E. Unresolved Issues:

1. The following are unresolved issues related to this committee:

- a. To what degree will students who need to hold jobs reduce the freedom of students to attend school during the summer?
- b. Would lack of air conditioning keep students from attending the July-August quin?

2. The following are unresolved issues related to E.S.Y. in general.

- a. Will the system of distributive electives lead to polarization of the student body?
- b. Will the segmenting of the curriculum adversely affect the learning process?
- c. Will the frequent changes of teachers destroy the student-teacher relationship?

F. Summary and Conclusion:

The student body shows a substantial interest in the possibilities presented by the V.Q. E.S.Y. Although students value the ability to select their vacation time, they selected the summer when forced to make a selection. Students show much interest in the possibilities of a new curriculum under the E.S.Y.

G. Recommendations:

- 1. Based on this committee's research, the V.Q. E.S.Y. should be implemented by Long Branch Senior High School.
- 2. If it becomes impossible to implement the V.Q. E.S.Y., the quarter system with the proposed distributive electives should be implemented.

Below is a list of questions and answers designed to help you, the student, to understand the "Voluntary Quinmester System."

1. Q. What is the Voluntary Quinmester System?
A. It is a restructuring of the school year into five 45-day terms. Each term is called a quin. A student has the option to take his vacation during any one of the quins.
2. Q. What are the 5 quinmesters?
A. a. September-mid November d. Mid May-June
b. Mid November-February e. July and August
c. February-mid May
3. Q. What is the purpose of the V.Q.S.?
A. It gives students the option of taking their vacation at a time other than summer. It allows the school to offer a more varied selection of courses. It allows students to take more courses during the year.
4. Q. What kind of courses will be offered?
A. Courses will be 45 days (or 1 quin) long.
5. Q. Will the total number of required school days remain the same?
A. Yes. The total number of required school days will remain at 180. Students will have the choice of adding 45 more days if they want to go to school all year round.
6. Q. Will holidays such as Christmas and spring vacations remain the same?
A. Yes.
7. Q. Will students have a choice of which quin they can take off?
A. Yes. It is called the voluntary quinmester system because students have a choice as to what quinmester they want for their vacation.
8. Q. Will the school day remain the same length?
A. Yes. It is possible that the school day may start earlier and end earlier during the July-August quin, but this is not a sure thing.
9. Q. Will it be possible for a student to attend school and take only three courses at a time?
A. This may be possible for seniors who have jobs or another reason for not attending school all day, but they may have to attend school for all five quins in order to get enough credits each year. This is not to be confused with the C.I.E. program for which credit is offered for school-supervised work.
10. Q. Will more courses be offered?
A. Yes. Many 45-day courses will be offered in each subject area. Many of these new courses will be electives.
11. Q. Will a student be able to choose what he will study in a required course?
A. In many cases, he will be able to select what he will study in required courses. For example, in U.S. History II, a student may select 45-day quins such as Violence in America, American Values, The Nature of Prejudice.

12. Q. Will a student have different teachers every 45 days (every quin)?
A. In many cases, yes.
13. Q. What affect will the Voluntary Quinmester System have on the band and choral music programs?
A. Students who wish to participate in band and choral music will probably be required to attend school from September through June for those courses.
14. Q. What is meant by recycling?
A. If a student fails the first quinmester in a subject which is more than one quinmester long (such as French I) he will be behind the rest of the class. In recycling, the student who fails will start over again in the second quinmester and will not be behind this second class in which he has been placed.
15. Q. What affect will the V.Q.S. have on the Vocational School?
A. It will probably have no affect.
16. Q. What affect will the V.Q.S. have on school publications?
A. It is planned that the Trumpet, Log and Yearbook will be part of the English Department's electives and will be offered for credit.
17. Q. What affect will the Voluntary Quinmester System have on sports participation.
A. A student will need a certain number of credits to graduate. If he/she goes to school 4 quinesters a year (the normal school year), there will be no affect on his sports participation. If a student takes extra courses by attending an extra quin, he may complete his requirements before the end of his third year in L.B.H.S. For example, he might finish in February. If he does, he can complete the sports season in which he is participating (basketball, wrestling, etc.) but may not participate in a sport starting after that (baseball, track). It should be remembered that 12 quinesters of English are required. If a student attends extra quins to complete graduation requirements early but does not take extra English quins, he will be attending English classes for the full three years and would remain eligible if taking only the English course in the last two quins.
18. Q. What affect will the V.Q.S. have on graduation?
A. There will probably be one graduation in June for all students who have completed requirements since the previous June.
19. Q. Can you complete graduation requirements earlier by going to school all year round?
A. Yes, but this is not the purpose of the Voluntary Quinmester System.
20. Q. Will the school be air conditioned during the July-August quinmester?
A. It has not been decided yet if there will be air conditioning during the July-August quin.

This survey is being made to gather information about how the students feel about the Voluntary Quinmester System. In answering the questions below, please keep in mind the information which has been presented to you. A "quin" is a 45-day term. The school would offer 5 "quins." Four "quins" would total the same number of school days as under our present system. Please remember that your answers to this survey are important.

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
1. Would the choices in vacation time in a quinmester system be of value to you?	<u>68.5%</u>	<u>24%</u>	<u>7.5%</u>
2. Would you be unable to attend the July-August quin because you have brothers or sisters who do not attend LBHS and who must have the same vacation as you?	<u>21.4%</u>	<u>69.4%</u>	<u>7.3%</u>
3. Would you be unable to attend the July-August quin because your family takes their vacation together in the summer?	<u>29.3%</u>	<u>63.6%</u>	<u>7.1%</u>
4. Would your family take a vacation at a time other than summer if you did not have to go to school then?	<u>28.9%</u>	<u>50%</u>	<u>20.4%</u>
5. If you could choose your vacation, which quin would you select?			
a. Sept. to mid November	<u>4.0%</u>		
b. Mid Nov. to February	<u>8.4%</u>		
c. February to mid May	<u>3.3%</u>		
d. Mid May to June	<u>6.4%</u>		
e. July and August	<u>77.9%</u>		
6. See the attached sheet about course offerings. Are the courses listed on it of more interest to you than the courses offered by the school now?	<u>64.3%</u>	<u>11.6%</u>	<u>24.1%</u>
7. Would the increased choices in elective courses in a quinmester system be of value to you?	<u>64%</u>	<u>11.6%</u>	<u>24.1%</u>
8. Would you go to school full time all year round if you could be graduated earlier?	<u>37.9%</u>	<u>48.1%</u>	<u>14%</u>
9. If you could attend an extra (fifth) quin to make up a course you had failed, would you do so?	<u>62.1%</u>	<u>22.3%</u>	<u>15.6%</u>
10. If you could attend an extra (fifth) quin to take a course of your choice, would you do so?	<u>37.1%</u>	<u>42.6%</u>	<u>20.3%</u>

	Yes	No	Undecided
11. If L.B.H.S. were on a quinmester system, do you think it would be easier for you to get a job?	<u>28.7%</u>	<u>47.6%</u>	<u>23.7</u>
12. Would you be willing to participate in a sport during a season when you are not attending classes?	<u>38.8%</u>	<u>46%</u>	<u>15.2%</u>
13. Would you be willing to participate in an extra curricular activity, other than a sport, during a quin when you are not attending classes?	<u>29.8%</u>	<u>51.3%</u>	<u>18.9%</u>
14. Is the graduation ceremony important to you?	<u>64.5%</u>	<u>27.1%</u>	<u>8.4%</u>

Below is a partial list of possible courses under the optional quinmester system.

Business Education

Business English
Income Tax
Managing Money
Contracts
Insurance

English

The Bible as Literature
Sports Readings
Shakespearean Comedies & Romances
Acting
Remedial Reading
Magazine Feature Writing
Writing Lab

Industrial Arts

Painting & Paper Hanging
Basic Jewelry Making
Foundry and Forge I
Plumbing I
Shop Math

Foreign Languages

France Through Films
Geography of France
French Teenage Life

Health and Physical Education

Modern Dance
Community Health
Child Care

Home Economics

International Cooking
Meal Planning
Art of Entertaining

Mathematics

Theory of Numbers
Arithmetic
Understanding Ratio & Per Cent

Science

Introductory Lab Procedures
Evolution
Structure of Matter
Light Energy
Oceanology

Social Studies

Contemporary Black Problems
Theories in Psychology
Youth and the Law
The Impact of War on the U.S.
Practical Economics

IV. General Conclusions and Recommendations

A. Steering Committee Statement

B. Steering Committee Recommendation

C. Faculty Recommendation

A. Steering Committee Statements

1. An Apology

Although this committee is extremely well pleased with the conduct and results of our investigation, we should like to caution future researchers on some of the problems we encountered. The major problem area was timing. Each committee was working on its particular area of responsibility while basic information was being gathered, organized and disseminated. This created serious problems for those committees who relied on questionnaires as data-gathering devices. In some cases, these instruments were developed and administered with inaccurate questions because the specific answers to questions we sought were not yet conceived. Moreover, the exact science of questionnaires development and administration was not within the expertise of our group. This problem caused qualifications in certain committee reports that were not, however, serious enough to invalidate their conclusions. In retrospect, if the task were again before us and there were more time available, we would develop the total package and have those committees who had completed their research report before other committees attempted to develop and administer needed questionnaires.

Another problem area was the maintenance of effective communications to all groups concerned. This is normally a problem with idea exchanges; however, it was magnified by the uniqueness of the Voluntary Quinmester - Extended School Year as well as the development of the program specifics as we progressed with our research. Each future research group will have to solve this problem to meet the peculiar aspects of its particular situation.

2. Some Random Thoughts and Cautions

In the course of our deliberations, a number of items came up that were not within the specific realm of our research responsibility. Some were cautions for future implementation while others were extracted from committee reports and placed here for added emphasis.

- a. Regardless of the caliber and thoroughness of this research, it must be anticipated that unexpected problems and dysfunctional effects will arise if the V.Q. E.S.Y. is implemented. There should exist the flexibility and opportunity for immediate review and rapid solution of such items.
- b. The problems related to change and the Subject Area Chairmen's duties were not analyzed nor were recommendations made for this group in this study. However, it is fully recognized that this program would involve an increased job load and broadened areas of responsibility. Chairmen would be responsible for the supervision of creating new courses and evaluation of their validity. Moreover, new resource materials, student materials, tests and equipment would have to be accumulated, made operational and evaluated. A review of the duties of Subject Area Chairmen would be in order.

- c. The philosophy and operational aspects of this novel program must be fully embraced by every member of the staff for maximum success.
- d. Curriculum change on the order suggested in this report will demand new teaching strategies be developed and new approaches to learning be investigated.
- e. The variety and depth of change suggested for the senior high school must be accommodated within new ordering and purchasing procedures. The present system lacks the flexibility necessary for a quinmester program.
- f. The student who is slow to open up in the classroom setting may be victimized by this system. Implications, in terms of teacher assignments for succeeding quins in continuous subjects should be investigated further.
- g. Personnel who function in a service capacity will find major adjustments in their present routines necessary. Upsets will occur and on-the-spot changes demanded.
- h. All school programs presently employing a count of credits or point value for subjects as a screening device will have to be reviewed.
(National Honor Society)

B. Steering Committee Recommendations

1. The Steering Committee carefully and objectively examined all Extended School Year Committee Reports over a three day period. In light of individual committee recommendations, it was decided to vote on five possible alternatives:

- a. Voluntary Quinmester Extended School Year

This proposal would create an extended school year of five 45-day quins. The first four would parallel the existing school year while the fifth quin would be offered during the summer and be of equal value to the other four. Students would have the option of selecting one of the five quins as a vacation term.

- b. Quinmester Extended School Year

This proposal would create an extended school year of five 45-day quins with the same parallels as the above (V.Q. E.S.Y.), however, students and teachers would be required to attend the first four quins. The fifth (summer quin) would be offered as an additional optional term. Courses would be offered in the summer quin tuition free, for make-up, extra credit, credit for early graduation and enrichment.

- c. Quarter System - Regular School Year

In this plan, the regular 180 day school year would be divided into four quarters of 45 days each. The Summer School would remain as it is presently constructed with tuition fees. Courses may be offered for make-up credit and enrichment.

- d. Department Optional Segmentation of Courses - Regular School Year.

This plan would allow for the division of the regular 180 day term into shorter terms at the option of each department. Summer school would operate as described above (see quarter system).

- e. No Change

No change is called for at Long Branch Senior High School and the summer school would operate as it is presently constituted.

2. Results of the E.S.Y. Steering Committee's vote on the proposals:

	<u>VOTE</u>
a. Voluntary Quinmester Extended School Year	9
b. Quinmester Extended School Year	7
c. Quarter System - Regular School Year	0
d. Department Optional Segmentation - Regular School Year	0
e. No Change	0

One Steering Committee member was absent and thus was not involved in the extensive deliberations, therefore, it was agreed that this vote could not be cast in absentia.

3. The Steering Committee's Recommendation

Although the Steering Committee was only one swing vote away from a perfect 50-50 split between the Voluntary Quinmester - E.S.Y. and the Quinmester - E.S.Y., it was unanimous in support of a quinmester type E.S.Y. plan. As can readily be discerned from the voting tallies, the other plans did not receive favorable response from even one member of the Steering Committee

THEREFORE:

The Long Branch Senior High School Extended School Year Feasibility Steering Committee unanimously recommends that a quinmester - E.S.Y. plan be operational for the school year beginning September, 1974. Nine Steering Committee members recommend that the plan include voluntary student vacation options for all five quins. Seven Steering Committee members recommend that the plan have a voluntary student vacation for only the 5th or summer quin.

All members deem it absolutely essential that preimplementation work begin on July 1, 1973, and continue until the plan is operational in September, 1974, if the Quinmester, E.S.Y. is approved by the Long Branch Board of Education.

C. Faculty Recommendations

1. The Procedure

- a. A memo, describing the five options the Steering Committee voted on, their recommendation and the results of the Steering Committee vote, was distributed to the faculty on the afternoon of April 20. (See Steering Committee recommendations for specific items.)
- b. A faculty meeting was held on April 23, 1973, during which each Steering Committee chairman briefly explained the objectives of his team's research, the method used, and presented the committee's recommendations.
- c. During this faculty meeting, specific items pertaining to the study and the voting options were clarified for the staff to insure full knowledge. Another meeting was scheduled for April 26.
- d. Steering Committee members were consulted and the following Rules for Voting on the E.S.Y. Proposals were devised:
 - (1) Every faculty member shall cast one vote for the item of his choice.
 - (2) Votes will be tallied by 8 Steering Committee Chairmen teams.
 - (a) Any one item receiving 60% (55 votes) of the total votes cast, shall be recommended to the Board of Education. (# of staff = 92; 60% = 55 votes.)
 - (b) If no item receives a 60% (55 votes) majority, the lowest item or in the case of no votes or a low tie, two items shall be discarded and a rerun shall be conducted.
 - (c) This process shall be repeated until a 60% (55 votes) majority is reached.
 - (3) If a 60% (55 votes) majority cannot be reached between two or more items, arguments will be heard and another vote taken.
 - (4) If the 60% (55 votes) majority is still not reached, the recommendation of the two highest voted items shall be presented to the Board of Education.
 - (5) Results of all ballots shall be included in the final report.

OTHER ITEMS

- (1) Persons with authorized absences shall cast their votes prior to the faculty meeting. These ballots shall indicate 1st, 2nd, 3rd, 4th and 5th choices in order of preference. This will enable tabulators to include their vote in case one or more of the options are eliminated in the runoff voting.

(2) Persons absent from school shall be called (if possible) and a vote taken in order of preference.

(3) Ballots will not be accepted from persons absent from the meeting without authorization.

e. A faculty meeting was held on April 26 for the purpose of voting on the E.S.Y. proposals. Additional questions were clarified.

f. Eight teams of Steering Committee Chairmen served in the tallying of ballots to obtain the results quickly in case more than one vote was required.

2. The Results of the Faculty Vote on the Proposals follows:

Item	Ballot			
	#1	#2	#3	#4
1. Voluntary Quinmester - E.S.Y.	35(38%)	31(34%)	35(38%)	28(30%)
2. Quinmester - E.S.Y.	39(42.4)	48(52)	52(56%)	60(65%)
3. Quarter System - Regular School Year	5(5.4%)	4(4.3)	*	*
4. Departmental Optional Segmentation-3(3%) Regular School Year		*	*	*
5. No Change	5(5.4%)	5(5.4%)	*	*
6. No Vote	5(5.4%)	4(4.3%)	5(5.4%)	4(4.3%)
	92	92	92	92

Explanations:

- % carried 4 places and rounded
- Asterisks indicate the item that was eliminated due to low vote.
- Two faculty members could not be contacted, thus "No Vote" was cast for them for all ballots.

3. Analysis of Results

a. First Ballot

80% of the faculty supported an Extended School Year plan. 5.4% favored the Quarter System and 3% voted for the Optional Segmentation. Only 5.4% maintained a No Change posture and 5.4% did not vote.

Projecting these two last groups (No Change and No Vote) it was assumed that if the voting were open on these items for all ballots, their position would have remained the same.

b. Second Ballot

Some movement toward concensus was forced by the elimination of Item #4. However, it would seem that a few members voting for Item #1, were not sure of their position and switched to Item #2.

Here 86% favored an Extended School Year Plan.

c. Third Ballot

Concensus was further forced for 9 voters with the elimination of Items #3 and #5. (Prior to this ballot a motion changing the voting rules was made and passed to eliminate these two low items in order to preclude an additional ballot.) At this point, Item #1 returned to the votes accumulated in the first ballot, but it seemed that Item #2 was the stronger selection between the two, however, still not obtaining the 60% majority.

d. Fourth Ballot

After the third ballot narrowed the selection to two main items, the faculty became involved in lively discussion and arguments were heard regarding these proposals. These arguments swayed one voter to move from a "No Vote" posture and seven people to move from Item #1 to Item #2 giving Item #2, the Quinmester Extended School Year, 65% of the votes or 5% more than required. 30% of the staff maintained their position for the Voluntary Quinmester Extended School Year. At this point, 95% of the faculty elected one of the two proposals for an Extended School Year.

4. The Faculty Recommendation

The Long Branch Senior High School Faculty recommends that a Quinmester, Extended School Year plan be operational for the school year beginning September, 1974. Sixty members (65%) support this proposal while not less than a consistent 30% would prefer the Voluntary Quinmester, Extended School Year Plan. Over 88 faculty members or 95% are supportive of an Extended School Year Proposal.

The faculty further deems it absolutely essential that preimplementation work begin on July 1, 1973, and continue until the plan is operational in September, 1974, if the Quinmester, Extended School Year is approved by the Long Branch Board of Education.

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"Development of Extended School Year Quarter Plan, December, 1971"

PENNSYLVANIA

Clarion State College

"The Flexible All-Year School"

Department of Education

Bureau of Administrative Leadership Services

"Year Round School, 1972"

SOUTH CAROLINA

Rock Hill

Rock Hill School District #3

"Extended School Year Feasibility Report"

"Curriculum Guide"

"Questions and Answers of the Voluntary Quimester Program, 1971"

TEXAS

Dallas

Dallas Independent School District

"Extended School Year Final Report, 1969"

VERMONT

Hinesburg

Champlain Valley Union High School

"Report on Visitation to Champlain Valley Union High School, 1972"

"Curriculum Offerings and Course Descriptions, 1973-74"

Hinesburg National Workshop on 45-15, August, 1972

VIRGINIA

Prince William County

"45-15 And The Cost of Education, 1972"

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VI. APPENDIX

Item

- A 1, a-g Monographs (2) - Mr. Bruce Campbell, New Jersey Department of Education
- A 2 Asbury Park Press Editorial
- A 3, a-c Results of Faculty Questionnaire
- A 4 Study Team Strategy and Calendar
- A 5, a-c News Release, January 3, 1973
- A 6, a-f News Release, January 29, 1973
- A 7 Long Branch Senior High School Trumpet
- A 8 WJLK Radio Broadcast
- A 9, a-z Quinmester E.S.Y. Presentation
- A10, a-e News Release, March 6, 1973
- All Financial Statement

ESY: QUESTIONS AND ANSWERS

Q. What does "Extended School Year" mean?

A. Extended School Year means that the school calendar is modified to increase curricular flexibility, pupil attendance options, facilities use options or any combination of these.

Q. Isn't ESY also known by other names?

A. Yes, several. Year-round education or year-round school and 12-month school are the more common ones.— They can be somewhat misleading, though. We often are not talking about having individual pupils in school all year. We usually are talking about extending the time in which school resources are used.

Q. How is school calendar modification approached?

A. There are two approaches, quantitative and qualitative. In general, quantitative means housing more pupils in existing physical plant and qualitative refers to educational program improvement. Both are legitimate goals—and they are not mutually exclusive.

Q. Which approach is more common?

A. Emphasis seems to be shifting now toward the qualitative approach. Obviously, the decision has to be based first on the needs of the children in the district and then on the circumstances that obtain in the district.

Q. Why is there less emphasis on the quantitative?

A. The qualitative-quantitative questions are really two sides of the same coin. We said that they are not mutually exclusive, and it's important to keep in mind that each approach contains some elements of the other. I think two things have become apparent in the last couple of years that account for the shift.— First, a district must have the right combination of conditions in order for ESY to be a money saver. Many districts have some of these conditions but only a few districts have all of the requisites. Second, ESY has proven itself a viable way to buy educational program improvement at low additional cost.

Q. What are the circumstances or conditions a district would need to have to make a quantitative program work?

A. It seems—for New Jersey, at least—that one of two situations would have to exist. First is the case where a rapid and large population increase is a certainty. Think of the kind of growth Cherry Hill and Wayne went thru a few years ago. If a district knows it must build a school every year or two, it really should investigate a staggered attendance ESY plan. Here every 30 classrooms build could house up to 40 classes. In addition to lower construction costs, there would be savings in amortization costs and fees; human energy; equipment; administrative; clerical and custodial staffs; and insurance premiums. In addition, building fewer buildings means fewer parcels of land taken off of tax rolls. Some costs would go up, and air conditioning would usually be necessary, but the big cost—teacher salaries—remains constant to the number of pupil-days the district provides.

The second situation would be the district with overcrowding but with little or no projected growth. In a case such as this, it is usual to find that enrollments in kindergarten and the first three grades are stabilizing or even declining slightly. The pressure tends to be in the upper grades. If construction is undertaken to relieve the overcrowding and pupil growth occurs, the district could have space on its hands in a few years but still go on paying for it. A staggered ESY program could relieve the present space crisis and eliminate or sharply reduce new construction. Even if air conditioning is needed, it's cheaper than construction.

- Q. Let's talk about some specific plans. How many are there and what are they?
- A. There are over 200 ESY plans on paper and over 40 in operation. Most plans can be categorized under four headings: modified summer programs, extended semester plans, trimester arrangements, and quarter plans with their many variations.

ESY summer plans differ from traditional summer schools in the selection and character of course offerings. Make up and recreational programs continue to be a part of the summer program, but there is new emphasis on enrichment, remediation and courses for advanced credit. This offers the possibilities of broader educational experiences and, for some young people, acceleration. Although acceleration is not best for all pupils, those who can benefit from it may save one out of six secondary school years under this plan. Some slight space and financial savings might be realized through the acceleration of pupils, but a bigger saving results whenever the program prevents a retention. The district saves money when it does not have to put a pupil through the same grade a second time, and the pupil escapes the stigma of retention. That's the biggest saving of all.

Extended semester plans do just what the name says. Each semester is extended by as much as 15 days, giving a school year of up to 210 instructional days. Summer vacation is shortened but not eliminated. Traditional recesses (and a new one at the Fourth of July) are preserved. The philosophy of the extended semester plan is to provide greater educational opportunities for all pupils by investing the time gained in curriculum enrichment. Slower learners and disadvantaged pupils can spend more time on remediation and building a sound educational foundation before proceeding to the next higher level. In the upper grades the additional time afforded by the plan allows for advanced and independent study, for remediation, for enrichment through a broader choice of courses, and for acceleration. At all levels, pupils with no handicap other than the fact that they simply are not as gifted as many of their peers may take less academic work per day, yet in the course of the longer academic year successfully complete the requirements for admission to the next higher level.

As for the trimester designs, a simple redefinition of the present school year could create what might be called a trimester calendar. If the present 180-day academic year were thought of as three 60-day terms rather than two 90-day terms, it could be called a trimester calendar. Unless there were other, more significant changes, this change would be only of labels. By recasting curriculum, particularly at the secondary level, into integral, 60-day courses a significant change might be brought about. A pupil's program could have

fewer strictures of lock-step sequence, he might not have to wait a year before repeating a failed course, he might have more courses to choose from in fulfilling subject area requirements and, should there be a pupil-teacher conflict, he might be less inclined to tune out or drop out knowing that another course option is available to him in 60 days and he does not have to wait an academic year before the situation can change.

By extending each trimester to 70 or 75 days, a school year of 210 to 225 days is created. At least two important options then become apparent. By lengthening the instructional day, the instructional hours in a trimester can equal those in a traditional semester. Pupils would need to attend two of the three trimesters to satisfy minimum requirements. Theoretically, one third of the pupil population could always be on vacation. This clearly saves a lot of space. Schools, however, do not exist independent of their communities and few, if any, New Jersey communities are presently prepared to absorb up to one-third of the pupil population during the school year.

The second major option requires pupils to attend all three trimesters. This keeps vacations uniform. The possibilities for acceleration, remediation, and enrichment are great. At the secondary level a pupil can complete four years of academic work in three years without losing the opportunity to take desirable electives. At any level gifted pupils can complete basic course requirements and have time to take advanced courses. Slower learners and disadvantaged pupils can receive remediation and enrichment while carrying a lighter class load and still complete their educations in the normal 13 years.

Q. Didn't the State of Texas adopt something like a trimester last year?

A. Well, yes and no. The legislature there did pass a bill directing the Texas Education Agency to structure curriculum on 60-day terms. The act gives local districts the power to determine whether a summer quarter will be offered. The act, however, does not increase state aid per pupil if a fourth term is offered, so most Texas schools can be expected to offer three 60-day quarters during the traditional academic year. This, in effect, produces a trimester schedule but the basic design is a quarter plan--which is the fourth heading we are talking about.

Quarter plans are where the action is. Nearly all of the programs in operation are variations of quarter plans. These plans--sometimes called quadrimester plans--may or may not offer more than 180 instructional days depending on a district's goals. Each quarter may be made up of from 45 to 60 days. The more important quarter plans are these.

The Voluntary Quarter System. Curriculum is revised into integral 60-day units as in the Texas situation. Pupils have the option of attending any three or all four quarters. Three Georgia districts had their secondary grades (7-12) on this plan for three years. There are many more course options in terms of sequence, ability level, and sheer numbers of courses available to each pupil. Pupils whose economic support is needed at home can carry a lighter load in each of the four quarters, maintain employment, and complete the equivalent of three quarters of work in a 12-month span. All the advantages noted before pertaining to remediation, enrichment, and

acceleration obtain. The system is qualitative in emphasis. The major addition to current expense is in instructional salaries for the summer term. This could increase current expense approximately 20 per cent. Since not all pupils can be expected to elect the summer quarter, actual increase is likely to be approximately seven to ten per cent. Atlanta estimated its additional cost for its first summer quarter to be under three per cent. This figure excludes the cost of curriculum revision.

An important variation of this - and one that some New Jersey high schools are looking at seriously - is the five quarter plan. Sometimes called the quinmester plan, it divides the regular academic year into four 45-day quarters and offers a fifth 45-day quarter in summer. It has all of the advantages of the regular voluntary quarter system and is possibly a little more flexible. Several high schools in the Dade County, Florida, district have just completed their second summer quin.

The Staggered Quarter System. The traditional summer vacation is eliminated. Three-fourths of the pupil population is in attendance and one-fourth on vacation in each of the 60-day quarters. Traditional recesses are preserved. Space needs are obviously reduced 25 per cent. Sources of opposition seem equally obvious. Most parents object to having their children in school virtually all summer; many admit they do not want the children home for prolonged periods in winter. The plan emphasis is quantitative.

The 45.15 System. The 45/15 system is designed solely to maximize space use. Each pupil attends school for 180 days and there need be no change in length of class periods or the school day. As in the staggered quarter plan, only three-fourths of the total enrollment is in attendance at one time. Pupils are divided into four groups geographically so that siblings and neighbors follow the same attendance pattern. Each group attends school for 45 instructional days and then has a 15 instructional day vacation. By staggering entrance dates so that groups begin attendance periods 15 days apart, the first group will finish a 45-day attendance period and go on vacation the day the fourth group enters its attendance period. When the first group returns 15 instructional days later, the second group will have finished a 45 school day period and will begin a 15 school day vacation. The process continues through four such cycles in the course of 12 calendar months. All legal holidays and traditional recesses are preserved, and all schools close for two weeks in summer to allow for major maintenance projects. This plan is quantitative.

The outstanding examples of this kind of program are Valley View, Illinois, and St. Charles, Missouri. It's also been picked up in California and New England.

Q. Why have the quadrimester and quinmester programs been most successful?

A. It's probably because they (and the modified summer programs) are less of a departure from the status quo than some of the other plans. Changing the school calendar affects the whole community. Even when undertaken for sound educational reasons, change is threatening to some people. As we have more experience with calendar modification it should become more easy, but it seems now that the programs that are less of a marked change from the traditional are more likely to succeed.

Coordination with the schedules of receiving districts is another point to keep in mind. If a district is not organized K-12 these quarter programs cause no misalignment of pupil calendars when the children go on to the receiving district.

Q. What about the future of ESY?

A. No one can be sure, of course, but I think ESY has been discovered as a useful tool for improving education at little or no additional cost. It won't solve everybody's problems but it will do a lot of good for a lot of districts. I would expect the State Department of Education to continue its research and technical assistance roles and hopefully to assist a few districts to become ESY models. There probably never will be enough resources so that the State Department can completely underwrite models, but it's reasonable to assume that we could help substantially in meeting preimplementation costs for at least a few districts. Each time a district successfully implements a program, that should make it easier--and I hope that also translates into less expensive--for other districts to implement a similar program.

As indicated earlier, programs that build the summer session into an integral part of the academic calendar seem to be most feasible and desirable now. In the near future, say, three to five years, we may see New Jersey districts departing even farther from the traditional calendar.

As for the more distant future, I think the only limits are our abilities to recognize the needs of children and our own imaginations. Think about this; suppose that we, in spirit as well as in structure, really used the concepts of extended school year programs, individually guided education, needs assessment, educational technology and the community school. The schools would be open all day long, all year long to the whole community. The children would go through the more formal educational program at their own paces--more time for some, less time for others. And the calendar would be so flexible that it would enhance, not inhibit, this humane, productive educational enterprise.

EXTENDED SCHOOL YEAR PROGRAMS

A brief prepared by
Bruce Campbell, Director of Extended School Year Programs

There is currently great interest in an educational practice that was common 150 years ago. In the early 1800's, city school districts were in session 45 or more weeks per year. At the same time, rural districts were offering a shorter school year based on the labor needs of an agricultural economy. Following the 1830's cities gradually increased vacation periods thus reducing the number of instructional days. Simultaneously, farm areas increased instructional days until the calendars became roughly equal--and the three-month summer vacation became a tradition--in the early 1900's.

In the last 60 years, there have been many attempts made to extend the school year. With the exception of summer school programs, no ESY program implemented before 1967 survived. Since 1967, more than 30 programs have been successfully implemented across the country. The media, the professional literature and the general public are giving increased attention to the concept.

Although there are many ESY plans, nearly all are variations of four basic types:

- summer plans
- extended semester plans
- trimester plans
- quarter plans

SUMMER PLANS. ESY summer plans differ from traditional summer programs in the selection and character of course offerings. Make up and recreational programs are included, as in the past, but emphasis is placed on enrichment, remedial, and acceleration programs. Although acceleration is not best for all children, those who can benefit from it can save one out of six secondary school years under this plan.

EXTENDED SEMESTER PLANS. The extended semester plan does not stagger attendance or add terms to the school year. Summer vacation is shortened but not eliminated. Each of the usual 90-day semesters is extended by as much as 15 days giving a school year of up to 210 instructional days. The additional time can be used for enrichment, remediation and acceleration. Slower learners and disadvantaged pupils can receive assistance while carrying a lighter daily class load and still complete course requirements. At the secondary level a pupil can complete six years of academic work in five calendar years.

TRIMESTER PLANS. In simplest form, a trimester plan consists of three 60-day terms. The advantage lies in more flexible course offerings and in easier course rescheduling. Terms can be lengthened to 70 or 75 days each yielding a school year of 210 to 225 instructional days. The

possibilities for enrichment, remediation, acceleration and differing rates of progress then are much the same as those observed under extended semester plans. By lengthening class periods, the instructional hours in a trimester equal those in a semester. Theoretically, at least, a district could have one-third of its pupils on vacation at all times, thus realizing a space saving.

QUARTER PLANS. Each quarter may consist of from 45 to 60 instructional days. Pupils may be required to attend four lengthened quarters with possibilities for enrichment, remediation, acceleration and differing rates of progress as noted above. Among the many variations of quarter plans are plans which provide for one-fourth of the pupil population to be on vacation in each quarter, plans which stagger pupil attendance, and plans with voluntary attendance options including plans offering a fifth quarter of regular school given in summer. By combining individualized instruction with flexible quarter plans, schools can run literally year-round and pupils can take vacations at whatever times their parents wish.

Many arguments have been advanced for ESY programs. Among these are: greater chances of success for slower and disadvantaged pupils, acceleration for some pupils, enrichment, improved status for teachers, occupying youth during the summer, and, in some cases, economy.

Clearly, all results are not yet in. Just as clearly, though, the successful operation of over 30 ESY programs in some 15 states is producing data that indicates the feasibility of school calendar modification.

New Jersey Department of Education
Office of Program Development
May 1972, Revised

All-Year School Studies

The director of extended-school-year programs in the state Department of Education, BRUCE CAMPBELL, has indicated that as many as eight New Jersey districts are to begin both qualitative and quantitative studies of the feasibility of the 12-month concept. One of these districts will be Long Branch.

Each of the eight districts is receiving a state grant of \$1,000 to assist in the study, under which a decision may be reached for one or more districts to implement the all-year plan as early as next year. Many more than the eight have been looking into the plan on their own for a couple of years, with varying conclusions being reached.

One of the conclusions that has emerged from experience thus far is that there is no one of several plans extant that could be called a universal solution for problems of all school districts. Obviously there must be a method of tailoring the plans to the needs of the individual districts. This latest study of eight districts, with state help, is aimed at determining what the options are.

Qualitative programs usually involve optional attendance and are designed to enrich curriculums or, at the high school level, to provide for accelerated graduation. Quantitative programs use a staggered attendance system; with a percentage of the students always on vacation. Designed for economically handicapped districts, they increase the number of students who can use limited facilities. Attendance is compulsory.

The encouraging thing to be noted is that there is serious movement in the direction of greater usefulness of school facilities and for various desirable objectives. We welcome this trend to give consideration to new directions in school administration. From these studies may come some refreshing innovations in the education field that will be a major achievement of benefit to all.

RESULTS OF QUESTIONNAIRE

ON

STAFF QUESTIONS AND CONCERNS REGARDING E.S.Y., DECEMBER 8, 1972

<u># of Teachers Commenting</u>	<u>Item</u>
11	1. Long Branch resort industry conflicts with E.S.Y.
11	2. Effect on teacher pay--extra quin or quarter work optional? Extra pay not worth the vacation time.
10	3. Community Reaction
1	4. Summer employment needed for students.
8	5. Do we need air conditioning?
7	6. Number of teacher preparations, schedule, additional staffing.
6	7. Acceleration as a product of E.S.Y. not recommended. Early and multiple graduations, proms.
6	8. Summer school quin voluntary for teachers and students. Choice of quarter. Use of summer quin for all failures.
6	9. When (time) to work on research and implementations?
6	10. Budgetary feasibility.
5	11. Student reaction
4	12. Can L.B.H.S. operate efficiently with our enrollment--distribution of courses in what quarters?
4	13. What credits per course and number of quarters/course.
4	14. Teacher preparation for sophisticated courses and attitudes toward change.
3	15. Wear and tear on facilities
3	16. L.B.E.A. agreement
3	17. Staff reaction
3	18. Quarters O.K. if on a 10-month basis
3	19. Possible segregated school with 45-15 plan and geographic area designations.
3	20. Athletic problems--eligibility, seasons, vacation conflicts.

of Teachers
CommentingItem

- | | |
|---|---|
| 3 | 21. Teachers and kids need a solid 3 month break for rest, study, etc. |
| 2 | 22. Problems in scheduling. |
| 2 | 23. Disciplinary action over a "term" or what? Expelled pupils--when can they return. |
| 2 | 24. What will the community do with students on vacation. Problems in re-entering school. |
| 2 | 25. Impact on class size. |
| 2 | 26. Why can't we broaden curriculum under present system. |
| | 27. Problem of poor individualized action of instruction in small time period. |
| | 28. Why not split sessions over E.S.Y. to save space. |
| | 29. Problem with splitting specialized groups (band). |
| | 30. What effect on summer program. |
| | 31. Employment of study kits and performance objectives. |
| | 32. Transient students--what effect. |
| | 33. What about drops, adds and changes. |
| | 34. State aid only for 180 days. |
| | 35. How much flexibility in quin or quarter--can a student drop out for 1, 2, 3 or more and return. |
| | 36. Impact on special programs--Vocational, CIE, Drivers Education, Distributive Education. |
| | 37. Continuity--how so with a vacation? |
| | 38. Year-long activities may suffer--yearbook, newspaper, drama, music, colorguard, etc. |
| | 39. Impact on non-professional personnel. |
| | 40. Will fees be required for extra quin. |
| | 41. All families on same schedule. |
| | 42. Modification of courses of study needed. |
| | 43. Impact on regular school year holiday. |

44. What advantages for a particular department curriculum.
45. Will it result in better quality education.
46. What is the optimum combination of educational factors.
47. What can funds (\$1,000) be used for.

Study Team Strategy and Calendar

A. Phase I, December, 1972 Orientation and Preparation

1. Selection and organization of steering committee
2. Definition of the problem
3. Clarification of goals
4. Detailing the plan of action
5. Collection of material and bibliography

B. Phase II, January, 1973 Structure for Personnel Involvement Study Teams

1. Development and organization of research teams
2. Establishment of assignments and procedures
3. Distribution of materials and bibliography

C. Phase III, February, 1973 Action Research

1. Teams attack problem areas
2. Utilization of self-constructed surveys, materials, consultants and visitations
3. Supplementation of research materials
4. Compilation, organization and preparation of data

D. Phase IV, March, 1973 - Interaction

1. Preliminary research team reports presented to Steering Committee (reactors)
 - (a) cross fertilization of ideas
 - (b) critical constructive criticism of team reports
2. Research to be reworked, refined and/or expanded
3. Finalized team reports submitted to Steering Committee with all data and recommendations

E. Phase V, April, 1973 - Issue Resolution

1. Final reports submitted to the Long Branch Board of Education with all data and recommendations
2. Long Branch Board of Education arrives at a decision
3. Report released to the general public and N.J. State Department of Education

Long Branch High School
Long Branch, New Jersey

72-73 - 13

School News - January 3, 1973

Long Branch High School Assistant Principal Thomas P. Maggio has received a grant of \$1,000 from the Office of Program Development of the New Jersey Department of Education to initiate a feasibility study of the extended school year. As project director, Mr. Maggio will head up a steering committee which will provide leadership to the high school staff in conducting the study.

Each member of the steering committee will serve as chairman of a committee composed of faculty members, parents, students and board of education members which will study various aspects of the extended school year concept. Committees and chairmen will be: Community, Commercial and Industrial Reaction, John T. Crotty; Impact on Junior High School and Elementary Schools, Mrs. Evelyn Freestone; Student Reaction, Philip Connell; Faculty and Staff Reaction and Impact, Patricia Donohoe; Budgetary and Facilities Impact, Milton Belford; Liaison, State Department of Education, Thomas P. Maggio; Publicity, Bruce Badgley; Administrative Implementation, Paul Vandermark; Curriculum Impact, Wayne Stevenson and Rosemary Miller; Guidance Impact, Mrs. Betty Polhemus; Athletic and Extra Curricular Impact, James Simonelli and Anthony Greenwood; Impact on Special Programs, Robert Irvine; LBEA Liaison, Marie Farrell; Trouble Shooters, Kenneth Schroeck and Joseph Anastasia; Students, Deirdre O'Connell, Celia Gelernter and Paulette Bernard.

The extended school year is a concept that means that the school year could be modified to increase curriculum flexibility and options for pupil attendance and/or facilities use. The committee could recommend extension of the school year to 210 to 225 days or a recommendation that the present 180 day school year be retained. Additional time could be utilized for enrichment remediation and acceleration.

Cash helps extended year study

LONG BRANCH — Long Branch High School Assistant Principal Thomas P. Maggio has received a grant of \$1,000 from the Office of Program Development of the New Jersey Department of Education to initiate a feasibility study of the extended school year.

As project director, Maggio will head up a steering committee which will provide leadership to the high school staff in conducting the study.

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Full-Year Schooling Is Studied

LONG BRANCH -- Assistant High School Principal Thomas P. Maggio says high school administrators are studying the possibility of an extended school year.

What this means, Mr. Maggio said yesterday, is that the school year would be divided into five 45-day terms. The fifth term, to be held in the summer, would be on a voluntary basis and would expand on the year's curriculum and supply make-up and advanced courses.

Mr. Maggio, who is heading the study, believes "this type of school year offers increased educational opportunities for the youth of Long Branch." He added that each term would run nine weeks and make it possible to remodel the curriculum with a series of mini-courses developed to suit the needs of all students, and encourage them to experiment with a new subject for nine weeks.

In other words, the assistant principal said, rather than offering the traditional one or two history courses which run the full 180-day school year, a student could take three different history courses over three terms. He cited as examples courses on U.S. presidents, great Americans, the American labor movement, to name a few.

Mr. Maggio said 12 committees are presently studying all angles of the program. Among aspects being explored are the impact on junior high school and elementary school students, the reaction of all students, the reaction of faculty and staff, existing facilities and how they will tie into such a program, schedules and vacations, existing curriculum and proposed changes, problems which might be created in guidance departments, the impact on the athletic program, the impact on special education and vocational school programs, and changes which will be needed in teacher contracts.

Mr. Maggio pointed out that what's now taking place is a feasibility study and has nothing to do with near future implementation.

Long Branch High School
Long Branch, New Jersey

72:73 - 16

School News - January 29, 1973

Long Branch High School, prompted by an interest in the long-range potential of the year-round school concept, has initiated a feasibility study as a result of a proposal by Thomas P. Maggio, assistant principal of the senior high school, who received a research grant from the New Jersey Department of Education. The "extended school year" concept means that the school calendar is modified to increase curriculum flexibility, pupil attendance options, facilities use options or any combination of these. A school district could opt for one of several quantitative plans if its basic requirement was the housing of more pupils in the existing physical plant or for one of several qualitative plans if its need referred to improvement of the educational program at low additional cost or both of the above if its problems were various and complex.

The study at Long Branch is an attempt to assess the total range of possibilities with an emphasis on the quinmester or five term plan which divides the regular academic year into four 45-day scheduled units and offers a fifth 45-day term in the summer. The philosophy of this extended school year is to provide greater educational opportunities for all pupils by investing in curriculum enrichment without greatly altering the pattern of the present school year.

Each term would run nine weeks making it possible to remodel the curriculum on a series of mini-courses developed to suit the needs of all students who then have a choice to fill four term offerings in

order to complete one school year of work. The plan would encourage students to experiment with a new subject for nine weeks. If he met with success, he could then pursue the subject through additional course offerings in subsequent terms. Should the student fail, he could immediately make adjustments by doubling up on new course offerings or completing a substitute course for credit in the summer. He would no longer find himself locked into a full year commitment to boredom and failure.

Slower learners and disadvantaged pupils could spend more time on remediation and building a sound educational foundation. For other students, the plan allows for advanced and independent study, enrichment through a broader choice of courses and acceleration at all levels. Pupils with no handicap other than the fact that they simply are not as gifted as their peers may take less academic work per day and in the course of a longer academic year successfully complete the requirements for admission to the next higher level.

The fifth quarter offered in the summer on a voluntary basis would simply expand an already substantial make-up and enrichment program through an emphasis on remediation and courses for advanced credit. This offers the possibilities for broader educational experiences and, for some students, acceleration so that one out of six secondary school years might be saved.

The overall quinmester plan opens the curriculum for a richer school year and, although a feasibility study is just that and not a commitment, the members of each committee are taking a long hard look at the potential for improvement the extended school year might offer

the curriculum of Long Branch Public Schools.

Twelve committees, composed of teachers, parents and students, have been formed to study all aspects of the Optional Five-Term Extended School Year. These committees are interested in further explaining this concept to the community at large and plan a series of news releases and radio broadcasts to serve this end. Parents groups, service clubs, civic and social organizations and other interested parties may receive further information and/or program speakers by calling Mr. Thomas P. Maggio at the high school, 229-5500.

DAILY RECORD

10 cents

THURSDAY

FEBRUARY 1, 1973

VOL. 77 NO. 27

Monmouth County's Morning Newspaper

A-6,d

City officials study an extended year

Page 3

Faculty studies extended year

LONG BRANCH—Twelve committees composed of the entire high school faculty met this week to evaluate the merits of the proposed Extended School Year (ESY) concept and its merits and possible drawbacks.

These committees have been established to study the impact and efforts of the ESY on: the curriculum; the community, industry and business; the guidance function; the junior high school and elementary schools; the faculty, the budget and facilities; special programs; students; extra curricular activities and athletics; the Long Branch Education Association and the administration of the senior high school.

The study was made possible by a New Jersey State Department grant of \$1,000 to determine if an ESY program was feasible at Long Branch Senior High School.

It is directed only at the senior high school program. No other schools in the district will be affected.

Although there are many ESY approaches, the particular program being investigated at Long Branch Senior High School is designed for its curriculum expansion possibility.

Under the plan being studied (The Voluntary Quinmester), the school year is divided into five 45-

day terms which constitutes a Quinmester or five-term school year. For each 45-day term or "Quin" students may elect new courses, whereas under the present system students may only elect courses once a year or every 180 days.

Quins will be offered every 45 school days through the calendar year including summers. However, traditional school year holidays will be maintained.

Each subject will be organized so that final credit is earned during the 45-day term. Each course has a final grade and the student will earn as many Quin units as he has successfully completed courses during the year. For example: If he attends 4 Quins and takes 5 courses, he will earn 20 units during that year.

Students must attend 4 of the 5 Quins which constitutes the state-mandated 180-day school year, but they are afforded the option of selecting one of the 45-terms as their vacation period. Students may also elect to attend all 5 Quins and accelerate graduation,

enrich their educational experience or obtain remedial instruction.

Thomas P. Maggio, assistant Senior High School Principal and ESY project director reports that the Miami Dade County School System, Dade County, Florida, has been operating a quinmester extended school year program since 1971 and school officials express enthusiasm in that it provides students with increased options in course selections; courses of study are designed by teachers so that the exact body of knowledge to be offered during the 45-day term is specifically set and statistics demonstrate the failures are less, thus increasing economic offerings.

The senior high school faculty is analyzing information from over 35 school districts throughout the nation who are operating various types of ESY programs.

Committees will report the results of their research and their recommendations to the Long Branch Board of Education in the latter part of April.

Extended year study made in Long Branch

LONG BRANCH—Administrators of Long Branch High School revealed yesterday that they are studying various plans that would change the present school calendar.

Assistant Principal Thomas P. Maggio disclosed, "Our staff is presently involved in an extensive research project dealing with the extended school year."

The "extended year" concept means that the school calendar is modified to increase curriculum flexibility.

Maggio favors this plan because "this type of school year offers increased educational opportunities for the youth of Long Branch."

The study at Long Branch is an attempt to assess the total range of possibilities with an emphasis on the quinmester or five term plan which divides the regular academic year into four 45-day scheduled units and offers a fifth 45-day term in the summer.

The philosophy of this extended school year is to provide greater educational opportunities for all pupils by investing in curriculum enrichment without greatly altering the pattern of the present school year.

Each term would run nine weeks making it possible to remodel the curriculum on a series of mini-courses developed to suit the needs of all students who then have a choice to fill four term offerings in order to complete one school year of work. The plan would encourage students to experiment with a new subject for nine weeks.

If he met with success, he could then pursue the subject through additional course offerings in subsequent terms. Should the student fail, he could

immediately make adjustments by doubling up on new course offerings or completing a substitute course for credit in the summer.

Pupils with no handicap other than the fact that they simply are not as gifted as their peers may take less academic work per day and in the course of a longer academic year successfully complete the requirements for admission to the next higher level.

The fifth quarter offered in the summer on a voluntary basis would simply expand an already substantial make-up and enrichment program through an emphasis on remediation and courses for advanced credit.

This offers the possibilities for broader educational experiences and, for some students, acceleration so that one out of six secondary school years might be saved.

The overall quinmester plan opens the curriculum for a richer school year and, although a feasibility study is just that and not a commitment, the members of each committee are taking a long hard look at the potential for improvement the extended school year might offer the curriculum of Long Branch Public Schools.

Twelve committees, composed of teachers, parents and students, have been formed to study all aspects of the optional five-term extended school year. These committees are interested in further explaining this concept to the community at large and plan a series of news releases and radio broadcasts to serve this end.

Long Branch Trumpet

The Long Branch School District's Voice • The Education Of Its Youth

ESY Proposed

"A twelve-month school year at Long Branch?" "Who wants to come to school for twelve months?" "Will they air-condition the building?" "What about summer jobs?" "What for?" "How will it effect the kids who go out for sports?" These were the thoughts which passed through the minds of student council members as they listened to Mr. Maggio's briefing on the Extended School Year Program. Mr. Maggio informed the council that the high school has received a \$1000.00 grant from the State Department of Education to study the feasibility of school on a year-round basis at Long Branch High School.

"Interruptions in basic skill development," "lack of continuity in remedial instruction," "lack of educational opportunities for the high school's exceptional students" and the inability of students to "avail themselves of some basic and many enrichment programs" are the underlying reasons for the interest in extending the school year. It is felt that the changing nature of the community indicates that Long Branch must "become more oriented to the world of work; while maintaining an excellent college preparatory program."

The grant will give the High School the opportunity to determine whether a year divided into three, four, or five terms (or a combination of these) is advisable for Long Branch High School. Specifically, the study will appraise the effect of an Extended School Year on total instructional programs, extra-curricular programs, staff utilization, the community, the student, and faculty members. It will also include administrative feasibility budget costs, and building utilization.

The study itself will involve the

community, the Board of Education, the Superintendent, the Principal, the Project Director, and the Steering Committee. Composed of one administrator, three department heads, three community members and one Board of Education representative, the Steering Committee will be broken down into the research groups. Additional students and faculty members will be asked to join the research teams.

The expected benefits of the Extended School Year over the present system are:

1. Students would have a more enriched curriculum available to them.
2. Students would be able to change their program more frequently than once a year.
3. Students failing subjects would be able to enter a new course or be "recycled" during the year.
4. It would enable students to select desired units of study.
5. Work-experience opportunities would be increased for students.
6. Due to a more interesting

program, attendance would

The periodic schedule changes, built into this type of program, would assist in the "maintenance of interest levels" and would allow more course level changes due to student achievement and growth.

It should be stressed that the most important ingredients necessary for change are a "real and increasing desire on the part of the progressional staff to become involved in broad scale experimentation," and enthusiasm on the part of the students.

The study has just begun, but the study team calendar already indicates that final reports will be submitted to the Long Branch Board of Education and released to the New Jersey State Department of Education and the general public during April, 1973.

Students and faculty are invited to write their opinions of the study and the program and place them in the TRUMPET mailbox the Student Activities Room. Responses will be published in next month's TRUMPET.)



Mr. Maggio contemplates an extended school year for LBHS.

THE 12 MONTH SCHOOL YEAR

The Long Branch School District has received a grant from the State of New Jersey to conduct a feasibility study of the 12 month school year. The year-long school sessions would be divided into five, 45-day terms, giving the student the opportunity to choose from a greater number of courses and a more flexible vacation schedule. On Tuesday night at 8:15 P.M., a special "Target" program will spotlight the Long Branch District's project. Join Maureen Reilly and her guests: Principal, John Dugan; Vice Principal, Thomas Maggio; Guidance Counselor, Wayne Stevenson and Cecelia Gelfertner of the Faculty. Tune in! Call in your questions by dialing 774-1310 or 774-7823.



WJLK
1310 AM 94.3 FM

Radio Voice of The Asbury Park Press

PROGRAM HIGHLIGHTS

TODAY

- 12:15 p.m. The Bird Watching Society
- 1:30 p.m. Relay-Quits with Vince Hartnett
- 4:45 p.m. Fort Monmouth News
- 6:45 p.m. Outdoor Reporter's program:
Salifish Lost.
- 6:50 p.m. As I See It — News and what it means with Everett Rodloff
- 7:15 p.m. "Truth That Heals" program
- 7:30 p.m. The New York Knicks take on the Los Angeles Lakers at Madison Square Garden
- 9:30 p.m. TARGET '73 . . . WJLK'S Maturen Rally interviews Long Branch H.S. Vice Principal Tom Maggio and other faculty members on the proposed extended school year. Call in your questions . . . 774-7823 or 774-1310

TOMORROW

- * 6:00 a.m. Tom Dorick and the Alarm Clock Club. News, weather and chatter.
- 6:55 a.m. Outdoor Reporter with Les Hadas
- 10:15 a.m. Interview with Bob McAllen
- 10:30 a.m. Coffee Break with Larry Brennan
- 10:45 a.m. About Your Garden with Peggy Creeks
- 11:55 a.m. Phyllis Keesee's Lady Talk:
GOURMET DAY: A Cheese and Wine Buffet

PRESENTATION
OF
THE VOLUNTARY QUINMESTER
EXTENDED SCHOOL YEAR
FEASIBILITY STUDY
JANUARY - APRIL
1973

NOTE: In the interest of conserving space, the following items are condensed. Each boxed item was a separate overlay.

Prepared by:

Thomas P. Maggio
Project Director
Extended School Year Project
Long Branch High School
Long Branch, New Jersey

CUTLINE

- I. Areas of Concern with the Regular School Year...
- II. State Grant - Calendar
- III. Components of Study Team - Research Teams
- IV. The Voluntary Quinmester - E.S.Y. (A Comparison)
- V. Benefits of the Voluntary Quin, Extended School Year

- I. Areas of Concern with the Regular School Year
 - A. To do the best possible job with available resources--
teachers, buildings, educational materials.
 - B. Scheduling Straightjacket
 - 1. Interruptions in basic skill development
 - 2. Lack of continuity in remedial instruction.
 - 3. Lack of educational opportunities for our
exceptional students (slow and fast)
 - 4. Lack of continuity for Work Study Programs.
 - 5. Limited offerings in terms of scheduling
time thus education is not as broad as it could be.

II. N.J. State Grant - \$1,000 - Calendar

A. Calendar

Jan, 1973- <u>April, 1973</u>	<u>April, 1973</u>	<u>May, 1973</u>	Summer, 1973 1973-74 School Year <u>Summer, 1974</u>	<u>September, 1974</u>
Feasibility Study	Research Recommendations to the Long Branch Board of Education	Final Re- port to N.J. State Dept. of Education	IF APPROVED, START UP PROCEDURES AND CURRICULUM DEVELOP- MENT	Implementation

B. To study the feasibility of the extended school year at Long Branch Senior High School.

C. The study will specifically provide:

1. An appraisal of the effect of the E.S.Y. on the total instructional program, extra curricular program, athletic program and staff utilization.
2. An insight into the impact and reactions of community, students, faculty and staff.
3. An appraisal of administrative feasibility.
4. An appraisal of budgetary costs and plant utilization.

III. Components of Study Team

The Community

Long Branch Board of Education

Superintendent

Principal

Project Director

Steering Committee

Research Teams

Research Teams

1. Community, Commercial and Industrial
2. Junior High School and Elementary Schools
3. Students
4. Faculty and Staff
5. Budgetary and Facilities
6. Public Information
7. Administration
8. Curriculum
9. Guidance
10. Athletic and Extra Curricular
11. Long Branch Education Association
12. Special Programs

MAJOR COMPARISONS

A. Voluntary Quirmester

1. Course Offerings

a. Maximum student year
7 per. x 4(5) Q=28(35)
28(35)-45 day courses.

b. Opportunity to change
courses and instruc-
tors every 45 days.

c. Increased course
options

2. Course credits earned by
passing 45-day quin.

3. Course designations are
specific - to suit the
particular needs.

4. Must attend any 4 of the
5 quins (5th quin may be
attended for acceleration,
enrichment or remediation).

5. Vacation - a choice of any
one of the quin periods.
Everyone off Aug. 26-Sept. 9.

6. All national and regular
holidays.

7. Extended illness---drop for
the quin and start again
well.

B. 10-Month School Year

1. Course Offerings

a. Maximum student year
7 x 1 = 7
7-180 day courses.

b. Opportunity to change
courses and instructors
every 180 days.

c. Limited course offerings.

2. Course credits earned by
passing 180-day term.

3. Course designations are
sometimes general - to
suit broader needs.

4. Must attend regular 180-day
term. (Summer School may be
attended for enrichment,
make-up or remediation.)

5. Vacation - June 21-Sept. 9.

6. All national and regular
holidays.

7. Extended illness---home in-
struction. Can't accommodate
all subject areas.

IV. 8. Requirements for Graduation

60 - 45 day courses @ 1-1/4
credits = 75 credits

8. Requirements for Graduation

15 - 180 day courses @ 5
credits = 75 credits

These courses must include:

- | | |
|--|--|
| <p>a. 12 quins of <u>English</u>
(12x45 days = 540 days)</p> <p>b. 8 quins of U.S. History
(8x45 days = 360 days)</p> <p>c. 4 quins of <u>Mathematics</u>
(4x45 days = 180 days)</p> <p>d. 12 quins of <u>PE & Health</u>
(12x45 = 540 days)</p> <p>e. 24 <u>elective quins</u>
(24x45 days = 1080 days)</p> <p>f. Total - 60 quins @ 45 days
= 2700 course days.</p> <p>g. Requirements for work and
further education equated
in quin terms.</p> | <p>a. 3 years of <u>English</u>
(3x180 day = 540 days)</p> <p>b. 2 years of <u>U.S. History</u>
(2x180 days = 360 days)</p> <p>c. 1 year of <u>Mathematics</u>
(1x180 days = 180 days)</p> <p>d. 3 years of <u>PE & Health</u>
(3x180 days = 540 days)</p> <p>e. 6 <u>elective courses</u>
(6x180 days = 1080 days)</p> <p>f. Total - 15 courses @ 180
days = 2700 course days.</p> <p>g. Requirements for work and
further education equated
in yearly terms.</p> |
|--|--|

TYPICAL SCHEDULE - 180 DAY

SCHOOL YEAR

	Sept.	June	Sept.
Period			
1	ENGLISH 4		S
			U
2	PHYSICAL EDUCATION & HEALTH 4		M
			M
3	SURVEY SOCIAL SCIENCES		E
			R
			V
4	ADVANCED BIOLOGY		A
			C
			A
5	FRENCH 4		T
			I
			O
	LUNCH		N
6	MATH ANALYSIS/TRIGONOMETRY		
7	SPEECH		

EXAMPLE

VOLUNTARY QUINTESTER SCHEDULE

	Q1	Q2	Q3	Q4	Q5
Period 1	Composition &	Survey of Am. Lit.	Musical Theater	Humanities Workshop	V
2	Tennis Skills	Health	Basketball	Golf	A C
3	Political Science (Theories)	Psychology (Perception)	Black Exp. 1940-70	French 204 Teenage Life	A T I
4	Ecology	Evolution	Micro Biology	Animal Anatomy & Physiology	O N
5	France Through Films	Geography of France	Composition French	19th Cen. French Lit.	Q
	LUNCH				I
6	Functions & Relations	Review for Achievements	Solid Geometry	Slide Rule	N
7	Speed Reading	Speech Arts	T.V. & Radio	Literature of the 50's	

EXAMPLE

VOLUNTARY QUINTESTER SCHEDULE

	Q1	Q2	Q3	Q4	Q5
Period 1	Composition II	Remedial Reading	Science Fiction	Poetry of Rock	Sports Writing
2	Football Theory	Gymnas-tics (Basic)	Health	Gymnas-tics (Int.)	Baseball Skills
3	U.S. Hist. I-B	U.S. Hist. I-B	U.S. Hist. I-C	U.S. Hist. I-D	Machine Science
4	Understand-ing Com-putations	Under-standing Fractions	Under-standing Ratio, %	Measure-ments	Math for the Con-sumer
5	Hand Tools	Wood Machines	Small Project	Cabinetry (Basic)	Cabinetry (Inter)
	L U N C H				
6	E M P L O Y M E N T (Community Service)				
7	Year Round 5th Quin. Education Part Time Basis Same Graduation Date.				

IV. The Voluntary Quinmester - Extended School Year (A Comparison)

A. Voluntary Quinmester - E.S.Y. (PROPOSED)

1st Quin 45 days	2nd Quin 45 days	3rd Quin 45 days	4th Quin 45 days	5th Quin 45 days					
Sept. 6	Nov. 14	Nov. 15	Jan. 30	Jan. 31	April 18	April 19	June 21	June 22	Aug. 26

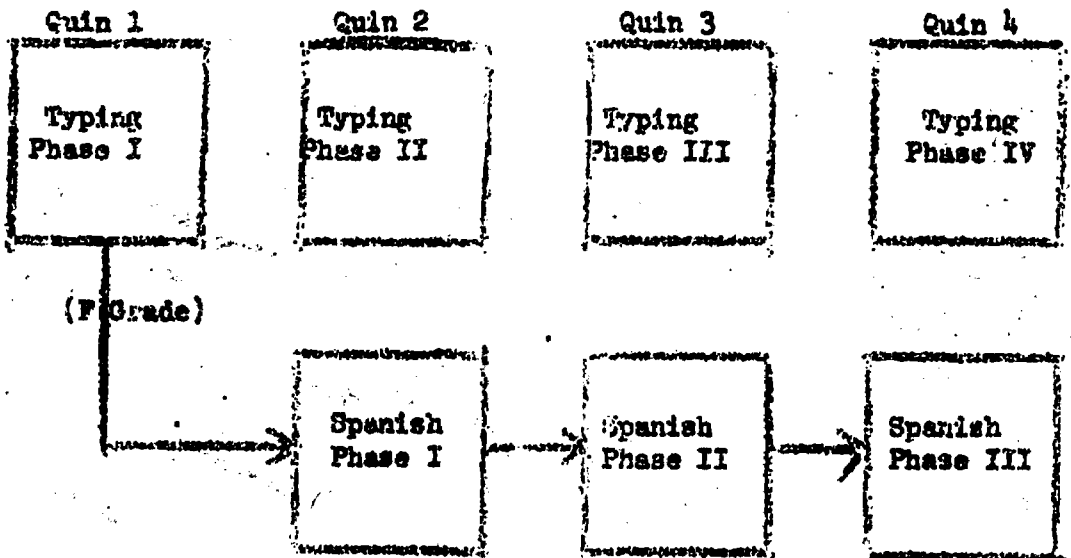
B. 10-Month School Year (PRESENT)

School Year 180 days	Summer School. 30 days		
Sept. 6	June 21	July 9	Aug. 17

B. Trial Periods for Specific Subjects

1. Sequential Courses - Typing, Math, Music, Foreign Languages

School Year - 180 Days



B. Trial Periods for Specific Subjects

2. One Quin Courses.

Humanities

Musics

Sciences

Intro.
Botany

Social Studies

Intro. Am.
Political
Parties

Ind. Arts

Hand
Tools

C. Program Change Possible Each Quin
(Recycling potential for Sequential Courses)

Quin 1

Spanish
Phase I

F Grade

Quin 2

Spanish
Phase II

Quin 3

Spanish
Phase III

Quin 4

Spanish
Phase IV

Spanish
Phase I

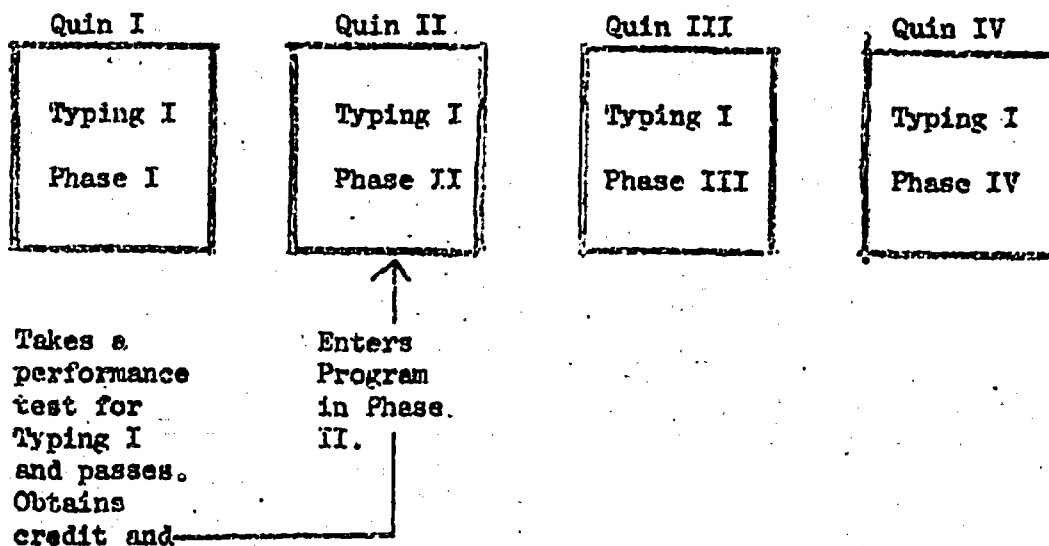
C Grade

Spanish
Phase II

Spanish
Phase III

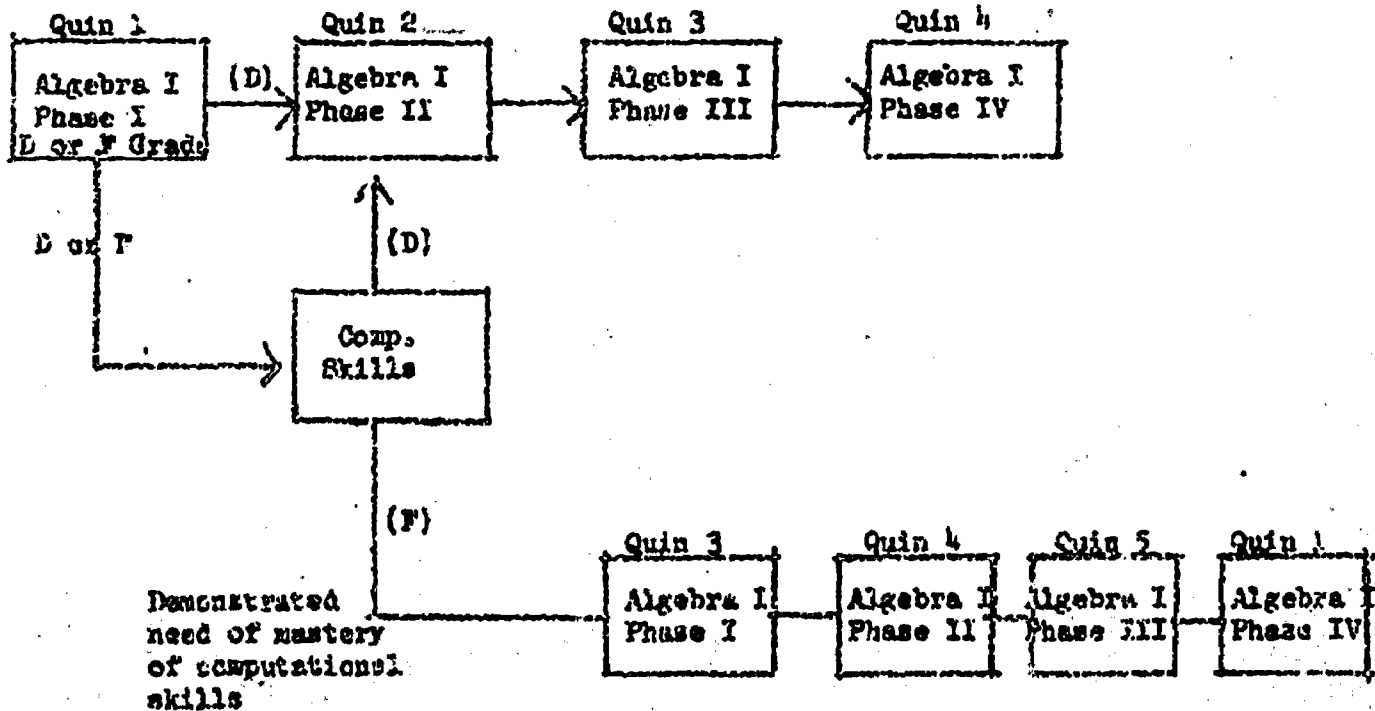
D. Development of new teaching strategies

1. Performance Objectives



D. Development of new teaching strategies

2. Mobility within educational goals

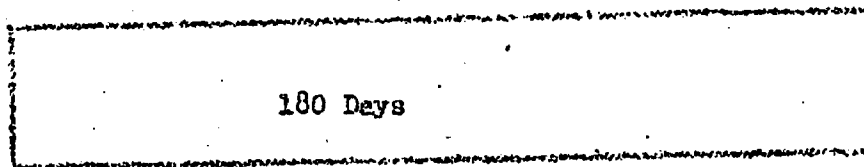


E. Improved Attendance - Detroit Lakes

1965-1966	=	94 %	
1966-1967	=	96 %	
1967-1968	=	96.4%	
1968-1969	=	95.3%	- Extreme weather and heavy snows, flu.

F. Reduction of Dropouts due to enhanced curriculum,
work-study project and maintenance of interest levels.

1. Present Problem Area



Wasteful of
human and
financial
resources.

Enthusiasm - Failure - Behavioral Problem - Dropout
Truancy - Cutting class

2. Hopeful Future Solution

Quin I	Quin II	Quin III	Quin IV
Enthusiasm Fail	Enthusiasm Pass	Enthusiasm Pass	Enthusiasm Pass

G. Specialized Programs Available due to summer weather and other opportunities.

1. Marine Biology
2. Expanded Driver Education
3. Youth Honors Band (tuition for non-residents)
4. Youth Honors Chorus (tuition for non-residents)
5. Expanded physical education offerings
6. Continuation of Study Program
 - Cooperative Industrial Education
 - Distributive Education
 - Health Occupations

7. Full utilization of Vocational School

Programs and Facilities

- Auto Mechanics
- Cosmetology
- Air Conditioning and Refrigeration
- Visual Graphics

H. Maximum and efficient use of professional talent throughout the year.

I. More efficient use of school plant.

J. Summary of Benefits

1. Curriculum
2. Trial Periods for Specific Subjects
3. Program Change Possible Each Quin
4. Development of New Teaching Strategies
5. Improved Attendance
6. Reduction of Dropouts Due To Enhanced Curriculum, Work-Study Project and Maintenance of Interest Levels.
7. Specialized Programs Available Due to Summer Weather and Other Opportunities
8. Maximum and Efficient Use of Professional Talent Throughout the Year.
9. More Efficient Use of School Plant.

Long Branch High School
Long Branch, New Jersey

72:73 - 20

School News - March 6, 1973

As part of a continuing effort to study and evaluate the merits of an Extended School Year, the total Long Branch Senior High School faculty met on March 5 in 12 separate committees. These committees have been established to study the impact and efforts of the E.S.Y. on: the Curriculum; the Community; Industry and Business; the Guidance Function; the Junior High School and Elementary Schools; the Faculty; the Budget and Facilities; Special Programs; Students; Extra Curricular Activities and Athletics; the Long Branch Education Association and the Administration of the senior high school.

The study was made possible by a New Jersey State Department grant of \$1,000 to determine if an E.S.Y. program was feasible at Long Branch Senior High School. It is directed only at the senior high school program. No other schools in the district will be affected.

Although there are many E.S.Y. approaches, the particular program being investigated at Long Branch Senior High School is designed for its curriculum expansion possibility. Under the plan being studied (The Voluntary Quinmester), the school year is divided into five 45-day terms which constitutes a Quinmester or five-term school year. For each 45-day term or "Quin" students may elect new courses, whereas under the present system students may only elect courses once a year or every 180 days. Quins will be offered every 45 school days through the calendar year including summers. However, traditional school year holidays be maintained.

Each subject will be organized so that final credit is earned during the 45-day term. Each course has a final grade and the student will earn as many Quin units as he has successfully completed during the year. For example: If he attends 4 Quins and takes 5 courses, he will earn 20 units during that year. Students must attend 4 of the 5 Quins which constitutes the state-mandated 180-day school year, but they are afforded the option of selecting one of the 45-day terms as their vacation period. Students may also elect to attend all 5 Quins and accelerate graduation, enrich their educational experience or obtain remedial instruction.

Thomas P. Maggio, Assistant Senior High School Principal and E.S.Y. Project Director, reports that the Miami Dade County School System, Dade County, Florida, has been operating a quinmester extended school year program since 1971 and school officials express enthusiasm in that it provides students with increased options in course selections; courses of study are designed by teachers so that the exact body of knowledge to be offered during the 45-day term is specifically set and statistics demonstrate that failures are less, thus increasing economic offerings. The senior high school faculty is analyzing information from over 35 school districts throughout the nation who are operating various types of E.S.Y. programs. Committees will report the results of their research and their recommendations to the Long Branch Board of Education in the latter part of April.

Register, Red Bank—Middletown, N.J. Thursday, March 15, 1973



READY SCHOOL REPORT — Faculty members of Long Branch High School continue study and research into feasibility of introducing an Extended School Year (E.S.Y.) program into city educational system. Preparing to make recommendations to Board of Education next month are committee members, from left, J. A. Smith of the English Department; Keith James, industrial arts teacher; Theodora Apostolacus, guidance director, and Jane Polhemus, chairman.

Extended School Year Report Being Readied

quins as vacation time or taking all five to accelerate graduation, enrich educational experience or obtain remedial instruction.

The committee undertakes the study of this plan by analyzing information from more than 35 school districts throughout the nation who are operating various types of E.S.Y. programs.

They will report the results of their research and make their recommendations to the Board of Education in the latter part of April.

Thomas P. Maggio, senior high school principal and E.S.Y. project director, reports that a similar quarter system has been operating since 1971 in the Miami Dade County School System, Dade County, Fla.

He said officials there express enthusiasm in that the program provides students with increased options in course selections, courses are designed so that the exact body of knowledge to be disseminated during the 45-day period is specifically set, and statistics show that failures are less thus increasing economic offerings.

one being investigated here is the voluntary quinmester.

Under this plan, the school year is divided into five 45-day terms, each of which constitutes a quinmester and which results in a five-term school year.

For each term, or quin, a student may elect new courses whereas under the present system he may only elect courses once a year or every 180 days.

Subjects would be organized so that final credit is earned during the quin and each course would have a final grade.

Quins would be offered every 45 days through the calendar year including summers. Traditional school year holidays would be maintained. Students would have to attend four of the five quins to comply with the state-mandated 180-day school year.

They would be afforded the option of selecting one of the

LONG BRANCH — The entire Senior High School faculty met recently in 12 separate committees to continue its study and evaluation of an Extended School Year (E.S.Y.).

The study is financed by a state Department of Education grant of \$1,000 to determine if an E.S.Y. program is feasible for senior high school students. No other schools in the district will be affected.

The 12 committees were established to explore the impact of an E.S.Y. on the curriculum; community, industry and business; guidance function; junior high school and elementary schools; faculty, budget and facilities; special programs; students; extracurricular activities and athletics. Long Branch Educational Association and the administration of the senior high school itself.

There are many E.S.Y. approaches but the particular

Study Shows Favor Growing For Four-Unit School Year

LONG BRANCH — Thomas P. Maggio, assistant principal of Long Branch Senior High School, reports that the feasibility study of the year-round school concept here indicates that the division of the academic year into four, 45-day scheduled units appears to be meeting with favor.

He added that the addition of a fifth summer term must be considered a budget item and will require more study.

Mr. Maggio recently received a \$1,000 research grant from the state Department of Education for the feasibility study.

The extended school year concept would modify the school calendar to increase curriculum flexibility, pupil attendance and facilities use options, or any combination of these.

The philosophy of the plan, according to Mr. Maggio, is to provide greater educational

opportunities for all pupils by investing in curriculum enrichment without greatly altering the pattern of the present school year.

Plan Outlined

It would work this way: each term would run nine weeks, remodeling the curriculum on a series of mini-courses to suit the needs of a pupil who then would have a choice of four full-term offerings to complete one year of school work.

The plan would encourage a student to experiment with a subject for nine weeks. If successful, he could pursue the subject through additional course offerings.

If failure results, the student could immediately make adjustments by doubling up on a new course or completing a substitute credit course during the summer. He would no longer find himself locked into a full year's com-

mitment to boredom and frustration.

Slower learners and disadvantaged students could spend more time on remediation, Mr. Maggio said. For other students, the plan allows for advanced and independent study and acceleration at all levels.

Pupils not as gifted as their peers may take less academic work per day and, in the course of a longer study year, complete the requirements for admission to the next higher grade level.

Taking 'Long Look'

Mr. Maggio said a feasibility study is just that, and not a commitment. He pointed out that the 12 committees now undertaking it are taking a long look at the potential for improvement that the extended school year might offer the Long Branch public schools.

A school district such as the

one here could opt for one of several quantitative plans if it evolves that its basic requirement is the housing of more pupils in the existing physical plant.

Or it could go after one of several qualitative plans if its need refers to improvement of the educational program at low additional cost, or both of the above if problems prove various and complex. This is what the study is trying to determine, Mr. Maggio said.

The committees conducting it are eager to further explain the concept to the community and plan a series of news releases and radio broadcasts to serve this end.

Parent clubs, service clubs, civic and social organizations and other interested citizens may obtain further information or program speakers through Mr. Maggio at the high school, Westwood Ave.



PROFESSIONAL DAY — Dr. William Shine (center), assistant state commissioner of education, was the keynote speaker at yesterday's Professional Day for teachers and administrators in the Long Branch school system. Talking with Dr.

Shine are (left to right) Mrs. Allen M. Nicas, member of the Board of Education; William H. Meskill, superintendent of schools; Bruce Campbell, coordinator of the state's extended school year project, and the Rev. C. P. Williams, board member of the Long Branch school system. Following Dr. Shine's talk in the junior high school, the faculty attended in-service workshops at schools throughout the city.

FINANCIAL STATEMENTI. Income

New Jersey Department of Education Grant	\$1,000.00
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II. Expenditures

A. E.S.Y. Materials & Publications	74.84	
B. Postage	149.10	
C. Printing	69.20	
D. Secretary	200.00	
E. Seminars	30.10	
F. Substitute Teachers *	227.73	
G. Sundry	58.30	
H. Supplies	82.39	
I. Telephone	12.00	
J. Travel	96.34	
	<u>1,000.00</u>	<u>1,000.00</u>

*Applied to help defray substitute teacher salaries.